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ABSTRACT

The Preparation for American Secondary Schools (PASS) program, added to the federal Overseas Refugee Training Program in 1985, was evaluated for its effectiveness in preparing Southeast Asian refugees for American education. The study compared the school performance of students with PASS training to that of students who did not receive PASS training. Evaluation was by (1) teacher comparison of refugee students' preparation and (2) teacher ratings of student performance in five skill areas: English proficiency, English literacy, computation, school/study skills, and cultural orientation. PASS students were generally found to outperform non-PASS students in all preparation and skill areas tested, and the training was found to be especially effective for students with little or no previous education. The PASS program has had considerable success in meeting its fundamental goal of helping students acquire the self-confidence needed for academic and social success in American secondary schools, and should be viewed as an essential part of the overall refugee training program. (MSE)

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PASS TRACKING STUDY

FINAL REPORT
July 1987

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U.S. Department of State

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EXECUTIVE SUMMARY

In 1985, the Preparation for American Secondary Schools (PASS) program was added to the Overseas Refugee Training Program, which is conducted by the Bureau for Refugee Programs of the U.S. Department of State. In 1986, the PASS Tracking Study was undertaken to measure the effectiveness of the PASS program in preparing Southeast Asian refugees for American secondary schools.

The study was based on a comparison of the school performance of students who received PASS training with that of students who did not receive PASS training. PASS and non-PASS students were evaluated in two ways. First, teachers were asked to compare the sample students' overall preparation with that of other newly-arrived Southeast Asian refugees using three assessment levels: Below Average, Average, and Above Average. Second, teachers were asked to rate student performance in five general skill areas: English Proficiency, English Literacy, Computation, School/Study Skills, and Cultural Orientation.

The major results were as follows:

- Over twice as many PASS as non-PASS students were rated Above Average.
  - Specifically, almost half of the PASS students were rated Above Average, while only one-fourth of the non-PASS students were so rated.
  - In contrast, while nearly a third of the non-PASS students were rated Below Average, only one-tenth of the PASS students were rated at this level.

- PASS students outperformed non-PASS students by substantial margins in every one of the 52 skills included in the five general areas. The greatest difference between the performance of PASS and non-PASS students was in the areas of spoken and written English and mathematics. While the PASS program had a great effect on helping students achieve general competence in performing the basic skills, the effect of PASS on giving students mastery of the skills was about twice as great.

- While PASS clearly made a large difference for all its students, the positive effect of PASS was greater on students with no or little previous education. For students with no previous education, the positive effect was roughly 10 times greater than that on students with four or more years of previous education. For students with 1-3 years previous education, the positive effect of PASS was roughly three times greater. Currently, approximately two-fifths of the students entering the U.S. have less than four years of previous education.

In conclusion, the results of this study attest to the considerable success of the PASS program in meeting its fundamental goal of helping students acquire the self-confidence necessary for academic and social success in American secondary schools. This study concludes that the PASS program should be viewed as an essential part of the overall refugee training program.

INTRODUCTION

The Overseas Refugee Training Program

Since 1980, the Bureau for Refugee Programs of the United States Department of State has sponsored English as a second language (ESL) and cultural orientation (CO) programs in refugee camps in Southeast Asia. These programs were established in the refugee processing centers in Galang, Indonesia; Phanat Nikhom, Thailand; and Bataan, the Philippines to prepare adult refugees, ages 16-55, from Cambodia, Laos, and Vietnam for resettlement and employment in the U.S. The curriculum for the 20-week pre-entry training program focuses on the linguistic, cultural, and employment skills needed by adult refugees upon arrival in the U.S.

Until 1985, however, adolescents were not included in the overseas training program. They arrived in the U.S. without the formal English language training and the introduction to American culture that adult refugees received. Often with little or no previous schooling, the teenagers arrived in the U.S. unfamiliar with school procedures and appropriate social behaviors and were sometimes well behind their American peers in academic achievement.

In January 1985, in response to the growing number of problems facing adolescent refugee students entering U.S. schools, the Department of State added a special component to the overseas training program for 13-16 year-olds. The new program, called Preparation for American Secondary Schools (PASS), had as its goal the preparation of adolescents for the transition to American secondary schools. The focus of instruction was on helping students develop the academic and social skills they would need during their initial period of enrollment.

Development of the PASS Program

Preparation for the development of the PASS program was done in the U.S. in a planning conference which brought together secondary educators and representatives from resettlement and social service agencies. Conference participants identified areas that the PASS curriculum should include. In particular, the participants recommended that PASS training focus on developing students' language skills, cross-cultural and interpersonal skills, and basic school skills such as how to work independently, take a test, or participate in class. By learning these skills, it was hoped, the adolescents would develop the self-confidence needed to adjust to the American school system in whichever community their families resettled.

Based on recommendations from the U.S. educators and the experience of teachers in the overseas program, a PASS program design and curriculum were developed. The first PASS program began in April 1985 in the Refugee Processing Center in Phanat Nikhom, Thailand. The classes were conducted by The Consortium (made up of The Experiment in International Living, Save the Children Federation, and World Education). In September 1985, PASS classes began in the Refugee Processing Center in Bataan, the Philippines. These were conducted by the International Catholic Migration Commission.

The PASS program attempts to simulate an American secondary school as much as possible by incorporating major features of junior or senior high schools in the U.S. The day is divided into six 40-minute class periods. Students move from class to class and follow customary American classroom procedures. The class subjects include three periods of ESL, one period of basic math, and two periods of American studies. PASS also includes extracurricular activities such as poetry, math club and board games, and outdoor sports. In addition, parents are involved in their children's education through school activities and parent-teacher conferences.

In February 1986, the PASS program staffs from Phanat Nikhom and Bataan attended a regional conference to compare the content of their respective programs and standardize the instructional objectives of the ESL, American studies, and math curricula. Although the two programs are operated in different countries by different implementing agencies and for the most part serve different ethnic populations, the program specifications, goals, and curriculum objectives are consistent with one another.

The PASS Curriculum

English as a second language. Learning the English language is the most critical factor for newly-arrived refugee students' successful cultural adjustment and academic achievement in school (Wei, 1978; Ellis, 1980; Charron & Ness, 1981; Wehrly & Nelson, 1986; Pfleger and Yang, 1986). In a study of psycho-social adaptation of Indochinese refugees, Kim and Nicassio (cited in Nicassio, 1982) found that English proficiency was the key sociocultural variable which was predictive of psycho-social adjustment. The PASS curriculum reflects the program's belief in the critical importance of learning English by devoting three periods per day to ESL: one period to listening and speaking skills, a second period to grammar, and a third period to reading and writing.

PASS ESL classes are designed to help students gain confidence in using language for communication and academic purposes. Students are placed in one of three levels of ESL, according to their abilities. Level one students speak little or no English. They are not literate in English, and some are not literate in their own language. Level two students can understand simple commands and questions. They can write their own names and read and write some of the words they can say. Level three students understand and respond to commands and questions with greater clarity and completeness than level two students. They can read and write simple sentences based on their active vocabulary.

The ESL curriculum is designed to promote growth in the four skill areas of listening, speaking, reading, and writing. ESL classes include topics, language functions, and activities appropriate for beginning levels of English. Students at each of the three ESL proficiency levels develop the ability to perform the language functions listed below within the context of topic areas such as Classroom and School; Health, Hygiene and Safety; Sports and Leisure; Home and Family; and Friends, Teens and Social Language. The degree of formality, linguistic complexity, and relative emphasis on speaking, listening, reading, and writing skills are determined by the student's proficiency level, the demands of the topic area, and the nature of the language functions themselves.

Language functions taught in the PASS ESL curriculum include:

- Communicating basic information
- Giving personal history
- Expressing feelings
- Describing people and things
- Expressing differences/similarities
- Expressing likes, dislikes, preferences
- Asking for clarification
- Conversing on everday topics
- Describing events
- Expressing future plans
- Giving/responding to commands
- Asking for/giving reasons
- Giving/responding to compliments/criticism
- Expressing/responding to apologies
- Requesting/giving permission
- Interrupting appropriately
- Making/accepting/refusing invitations
- Agreeing and disagreeing

Although approximately 80% of the students enter PASS with little or no English proficiency (Lambrecht & Macade, 1987), their first language skills vary considerably. Beginning ESL students are placed in homogeneous groups based on the development of their native language skills; therefore, instruction is tailored to students' total language development needs. Students can progress at their own pace. In this way, it is possible for even students with little or no previous education to achieve basic oral competence, as well as pre-reading and beginning reading skills. At the same time, students with higher educational background achieve mastery of the same skills at a more complex level.

Mathematics. The PASS math curriculum prepares students for formal math courses in the American secondary school by teaching computational skills. The curriculum also provides opportunities for students to practice the skills daily and to apply them in realistic situations. English is the medium of instruction. Consequently, students gain the language skills needed in the math classroom. Instructional topics include numeration, whole number operations, measurement, and money. More advanced students may study topics such as fractions, decimals, percents, geometry, graphs, averaging, word problems, and the use of a calculator in addition to the basic operations.

As in ESL, students are grouped in math classes according to their abilities. Students with little or no previous education study the basic mathematical operations and those with higher educational backgrounds study more advanced concepts. The focus of instruction for both groups, however, is on the terminology and language related to working and applying the computational skills.

American studies. The school experience can be a source of stress for young people coming to American society. The school organization, language and non-verbal behavior, teaching and learning styles, differences in ways of perceiving, relating and doing, and, above all, peer pressure are powerful sources of stress for limited-English speaking students in the process of cultural adjustment (Prieto, 1978; Berton, 1983). Both the California and Illinois studies on the assimilation and acculturation of Indochinese students into U.S. schools cited confusion about the educational system and differences in learning styles as reported problems among entering students (Ellis, 1980; Wehrly and Nelson, 1986).

The PASS American studies curriculum attempts to give students the skills necessary for improving their adjustment by helping them learn about their own and other cultures and to cope with the stress of culture shock. The American studies curriculum supports and encourages students to seek useful information and to develop skills such as choice-making, problem-solving and conflict resolution. Situations are provided for the student to practice these skills both in and out of the classroom.

American studies focuses on the values and skills teenagers need in order to adapt to U.S. schools and enjoy themselves as well (Starker, 1986). Since many students have had little previous education in their native countries, the American studies classes include units of study on Indochinese history and culture (Lambrecht, 1987). American studies classes are conducted partly in the students' native language through use of bilingual aides. By accepting students' native language and culture, PASS creates a multi-cultural environment for students who are in the process of cultural adjustment.

In addition, PASS students develop academic and study skills which are vital for successful adjustment and which promote continued learning in American secondary schools. These include such skills as note-taking; working independently, in small groups, and in pairs; participating in classroom activities; following a class schedule; taking appropriate materials to class; completing homework assignments; taking quizzes and tests; and using a dictionary.

Extracurricular activities. Social interaction and social support systems have been reported as relevant interpersonal factors of cross-cultural adjustment (Harding & Looney, 1977; Taft, 1977; Khoa and Van Deusen, 1980). Acceptance in new groups, membership in clubs, participation in recreational and cultural activities are considered important factors for successful cultural adjustment. Difficulties with social relationships was reported as a significant problem in both the California and Illinois studies on assimilation and acculturation of refugee youth (Ellis, 1980; Wehrley, 1986).

The PASS extracurricular component provides students with the opportunity to choose school activities that interest them and to interact with others outside the context of the regular classroom. Students select activities from among a variety offered such as sports, art, music, and dance. Students also participate in club activities outside regular school hours such as Art Club, Music Club, Cooking Club, and Drama Club. The extracurricular activities expose students to different kinds of language, concepts, and learning styles and require students to work independently and together (Hoover, 1987). In addition, students study in ethnically mixed classrooms where they develop interpersonal relationships with students from different backgrounds and with their American, Filipino, and Thai teachers.

Parent involvement. Secondary schools in the U.S. have encountered difficulty in involving refugee parents in school. The parents often do not know what is expected of them and may feel intimidated by phone calls and notes from teachers or school administrators (Blakely, 1982; Starker, 1986). The PASS program prepares students' parents for the American educational system by involving them in their children's school. During the 20-week period, parents of PASS students are expected to attend a school orientation, a parent-teacher conference, and any special events that may be sponsored by the school. Students are also given report cards and other home-school communications which require parents' signatures. In addition, parents are asked to see a counselor or the principal if a student misbehaves repeatedly.

Background to the PASS Tracking Study

Shortly after the PASS program began in Thailand and in the Philippines in 1985, the Bureau for Refugee Programs proposed that a student tracking effort be conducted jointly by the overseas training program and resettlement agencies to learn what impact PASS had on resettlement. The purpose of student tracking would be twofold: 1) to evaluate the effectiveness of the new program in alleviating the initial social and academic problems of refugee adolescents entering U.S. junior and senior high schools, and 2) to provide the PASS program and resettlement agencies with feedback from U.S. educators on how PASS students were performing in secondary-level classroom settings.

Planning for the PASS Tracking Study began in September, 1985 through a series of coordination meetings between representatives from the overseas training program and the resettlement agencies. The Children's Sub-committee of InterAction endorsed the concept of voluntary agency participation in an evaluation process for the PASS program and selected five of its members to work on a Task Force with representatives from the Department of State and the Center for Applied Linguistics.

The objective of the Task Force was to develop a process for collecting reliable and structured information that would not be excessively costly in terms of money and time for the agencies involved. Its first task was to make preliminary decisions regarding the scope, distribution of responsibility, and the time frame of the study. By December the major preliminary decisions had been made: 1) student tracking would take place during the second semester of the 1985-86 school year, 2) the Task Force was responsible for setting up the research design and developing the data collection instrument, 3) the 11 participating voluntary agencies (VOLAGs) were responsible for collecting the data on students who had gone through the PASS program in Phanat Nikhom, Thailand and Bataan, the Philippines as well as on the students who had gone through the refugee processing centers before the implementation of PASS and, therefore, did not receive PASS training, and 4) the Center for Applied Linguistics (CAL) was responsible for compiling and analyzing the data and submitting a final report to the Department of State and the agencies involved.

METHODOLOGY

Research Design

The research design involved comparing the school performance of students who received PASS training with that of students who did not receive PASS training. The data collection instrument was a questionnaire (see Appendix A) directed to a designated teacher in the school attended by the PASS or non-PASS student. The questionnaire asked the teacher to provide basic information about the student's placement and class schedule and to assess the student's performance after 4-6 weeks of enrollment in five general skill areas: oral English proficiency, English literacy, computation, school/study skills, and cultural orientation.

Development of the Data Collection Instrument

Since the goal of the tracking study was to gather information about student performance in the school setting during their initial period of enrollment, a questionnaire was designed to assess the skills and behaviors that U.S. educators felt were important for newly-arriving refugee students to possess. In addition, since U.S. teachers would be the primary informants, the design and content of the questionnaire was based in part on teacher recommendations as to which skills and behaviors are the most observable and possible to assess during the first six weeks of a student's enrollment.

The questionnaire was developed in three stages. First, an inventory of survival skills was compiled from various newcomer and high-intensity language training programs designed for limited-English proficient secondary students in the U.S. A questionnaire was then drafted based on the most common skill objectives identified for the beginning ESL classes. The questionnaire asked the respondent to provide basic background information about the student and the school and to rate the student's mastery of 52 different educational and social skills using a three-point scale. In the second stage, the draft questionnaire was submitted for review to the agencies involved in implementing the PASS program and in conducting the PASS Tracking Study, and their comments and suggestions were incorporated. In the third stage, 30 ESL teachers working with Southeast Asian refugee students reviewed the questionnaire from the perspective of a respondent and offered comments and suggestions. Generally, teachers who reviewed the questionnaire felt that it was clear and easy to fill out. They especially approved of the three-point rating scale and felt that the assessment would give a good picture of student adjustment to school.

Selection of Students for Tracking

Students were selected as potential tracking candidates based on their projected U.S. arrival dates. The potential PASS and non-PASS samples included all 13-16 year-old Khmer and Vietnamese students from the Refugee Processing Centers (RPCs) in Bataan, Galang, and Phanat Nikhom who were scheduled to arrive in the U.S. and enroll in school during the second semester of the 1985-86 school year. This included a total of 1,093 students, 505 of whom did not receive PASS training and 588 of whom graduated from the PASS program.

The design of the study involved following the PASS and non-PASS groups from the RPCs into their new schools in the U.S. and comparing their performance after the same amount of time in school. The non-PASS group, however, was diminishing rapidly as the PASS program was being phased in. Thus, the selection of students was made by identifying the projected U.S. arrival dates of all remaining non-PASS students in the RPCs and matching that group with a group of PASS students arriving in the U.S. at approximately the same time.

The non-PASS sample included all 13-15 year-old Khmer and Vietnamese students in the RPC in Bataan during the five-month period preceding the implementation of the PASS program. These students' adult family members studied ESL and CO in instructional cycles 57 to 62 and were scheduled to arrive in the U.S. between November 1985 and March 1986. The non-PASS sample also included some 13-15 year-old Vietnamese students who were from the RPC in Galang in instructional cycles 35 and 36 and were scheduled to arrive in the U.S. between February and March 1986. No non-PASS students were selected from Phanat Nikhom because the PASS program had already been fully implemented and non-PASS students no longer remained at that site. Sixteen year-old students were not included in the non-PASS sample since this age group studied in the adult ESL/CO program prior to the implementation of PASS.

Once the names of the potential 13-15 year-old non-PASS candidates had been submitted from the RPCs in Bataan and Galang, information about the students' allocation to voluntary agencies, their resettlement locations, and their actual dates of arrival in the U.S. was obtained through the Refugee Data Center. All students for whom this resettlement information was available were retained for the non-PASS tracking sample.

It should be noted that although 13-15 year-old students were not included in the Department of State funded pre-entry training until the implementation of the PASS program, many students in the non-PASS sample received some ESL instruction during their stay in the refugee processing center. In Bataan, many non-PASS students attended voluntary classes offered by the World Relief Corporation (WRC). These classes were held for 1-2 hours per day for approximately 14 weeks. The WRC curriculum was adapted from the competency-based ESL curriculum used in the adult program and focused on listening and speaking skills needed in survival situations such as finding housing, medical treatment, and employment. In Galang, 13-15 year-old students may have attended the United Nations basic education classes. These classes, however, did not include ESL in the curriculum.

The PASS sample included all 13-16 year-old Khmer and Vietnamese students who completed the 20-week PASS program and were scheduled to arrive in the U.S. during the same months as the non-PASS group, between November 1985 and March 1986. From Phanat Nikhom, this included Khmer students from cycles 44 to 46 arriving in the U.S. between November and February. From Bataan, this included Khmer and Vietnamese students from cycles 63 to 65 arriving in the U.S. between February and March. As with the non-PASS group, all students for whom complete resettlement information was available were retained for the PASS tracking sample.

The Data Collection Process

Eleven voluntary agencies were involved in the data collection phase of the PASS Tracking Study. They included the following resettlement agencies:

American Council for Nationalities Service (ACNS)
American Fund for Czechoslovak Refugees (AFCR)
Buddhist Council (BC)
Church World Service (CWS)
Hebrew Immigrant Aid Society (HIAS)
International Rescue Committee (IRC)
Lutheran Immigration and Refugee Service (LIRS)
Presiding Bishop's Fund (PBF)
Tolstoy Foundation (TF)
U.S. Catholic Conference (USCC)
World Relief Refugee Service (WRRS)

Overall coordination for locating the students in the study and administering the questionnaire was conducted by InterAction in New York. The InterAction members of the Task Force distributed the lists of students and the survey materials to each of the participating VOLAGs during the monthly Allocation Committee meetings (see Appendix B). Each VOLAG, in turn, took responsibility for locating its assigned students in their new schools across the country. When the student had been located, a caseworker in the local affiliate office identified the most appropriate person in the school to respond to the questionnaire, disseminated the questionnaire, and monitored its return.

Once the questionnaires were completed, they were sent to CAL for coding. As the questionnaires were received, they were reviewed for missing information. Although the response rate was generally high for a nationwide survey, many of the returned questionnaires contained incomplete student or assessment information. When school or student information such as the date of enrollment or the student's previous education was not given, the school was called in an effort to obtain the missing information. When student assessment information was not provided on students enrolled late in the school year, no effort was made to contact the school since teachers simply had not had the students long enough to be able to assess their skills.

Assumptions and Limitations

Since the primary purpose of this study was to evaluate the effectiveness of the PASS program in alleviating the initial social and academic problems of entering refugee students, the researchers attempted to look at how the students were functioning within the school setting. Due to budgetary constraints of the agencies involved in the study, data collection was limited to the perspectives of the educators who work with these students in their new schools. It was hoped that the educators' response to the research effort would provide a better understanding of the special needs of the students and the schools in which they enroll. In addition, it was hoped that the research effort would help inform educators and the public about the PASS program.

This research was developed under the assumption that academic achievement and social participation in school are relevant factors for refugee students' successful adjustment to their new cultural environment. In particular, the assumption is that if adolescent refugees are better able to meet the social and academic demands of the high school environment, they will develop both better self-concepts and a sense of belonging. These, in turn, will increase the possibility of their successful adjustment.

The present study has a number of limitations. First, the socio-economic level, family status, socio-recreational interaction, and cross-cultural adjustment of the students were not investigated. Second, the perceptions and experiences of the students themselves were not explored. Third, although the response rate is considered high for a nationwide survey (45%), the researchers cannot account for the questionnaires that were not returned.

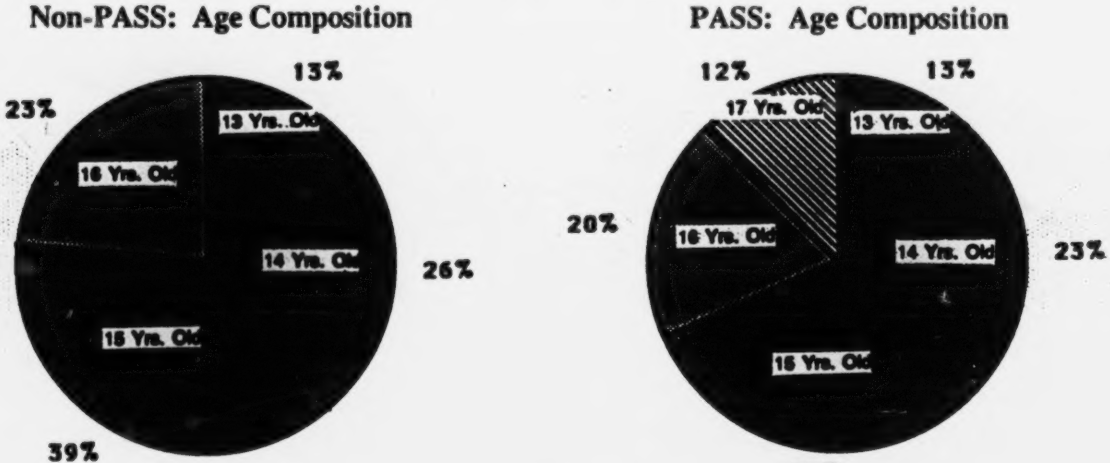
Data analysis was conducted on a total of 489 returned questionnaires (231 on non-PASS students and 258 on PASS students). The sample size fluctuated, however, because complete information was not available for all students. Furthermore, the analysis of student performance according to previous education was conducted on only those students for whom the number of years of previous education was known.

RESULTS

Demographic Results

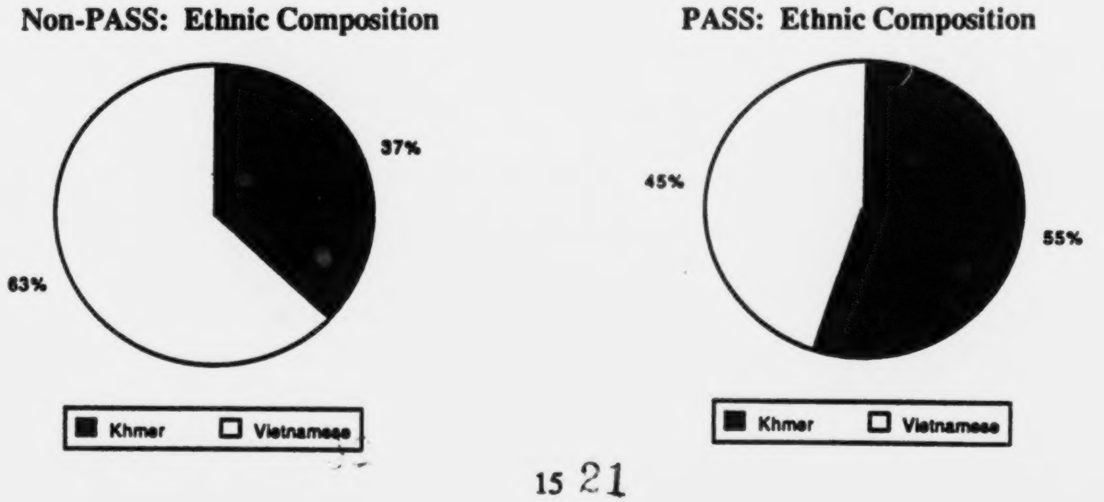
Age and Ethnicity. The number of questionnaires that was received maintained a fairly balanced sample with respect to sex, age, and ethnicity. Of the total sample, 46% were female students and 54% were male students. Figures 1 and 2 illustrate the composition of both the non-PASS and PASS groups by age and ethnicity.

Figure 1


Non-PASS: Age Composition

PASS: Age Composition

Figure 2


Non-PASS: Ethnic Composition

PASS: Ethnic Composition

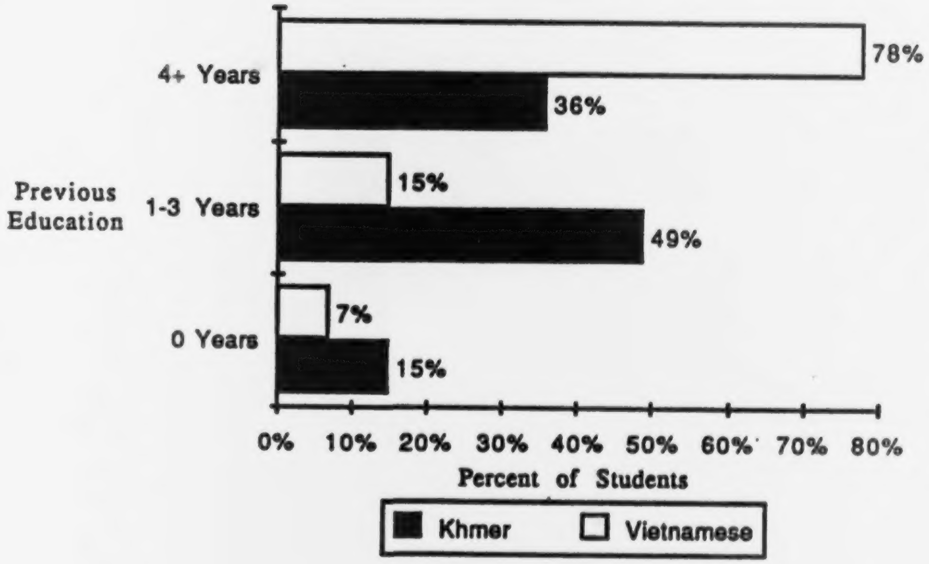
Previous Education. Figure 3, on page 17, illustrates the educational level of the Khmer and Vietnamese students in both the non-PASS and PASS groups. It should be noted that official records on refugee students' previous educational experiences are virtually non-existent. Information that is available is usually reported by the student or the parent and does not distinguish between whether the previous educational experience took place in the native country or in a camp of first asylum.

Some generalizations about students' prior educational experience, however, can be made based on the socio-political situation in Cambodia and Vietnam during the time that these students were of primary school age. In general, the educational attainment of the Khmer students was lower than the educational attainment of the Vietnamese students in both the non-PASS and PASS groups. The majority of the Khmer students, born between 1969 and 1972, were too young to have attended school in Cambodia. Any classroom education they received took place in camps of first asylum where the United Nations offers basic education courses taught in the students' native language. The Vietnamese students, on the other hand, may have attended primary school in their native country before leaving Vietnam, in addition to receiving basic education courses in camps of first asylum. Furthermore, many of the students who left Vietnam through the Orderly Departure Program studied in Vietnamese schools up until the time their families applied to the government for exit permits, often for as many as 6 to 10 years.

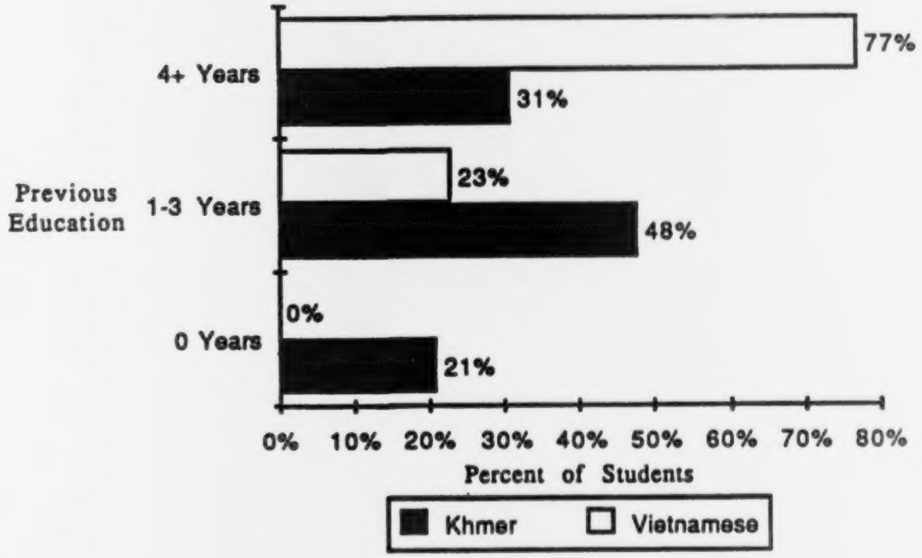
It should also be noted that although approximately 20% of the Khmer students are shown as having four or more years of education, none exceeded more than six years of previous schooling. Approximately 30% of the Vietnamese students with four or more years of education, on the other hand, attained between 7 and 10 years of previous schooling. The overall educational attainment of the Vietnamese students, therefore, is that much higher than their Khmer counterparts.

Figure 3

Non-PASS: Previous Education



PASS: Previous Education



Resettlement. Figure 4 illustrates the distribution of the students in the sample among the 11 participating voluntary agencies. Table 1 illustrates the geographical distribution of the students among the 37 different states and the District of Columbia. Approximately 60% of the students were enrolled in school within one month of their arrival, and 96% of the students in the sample had been enrolled within two months of arrival.

Figure 4

Total Sample: VOLAG Distribution

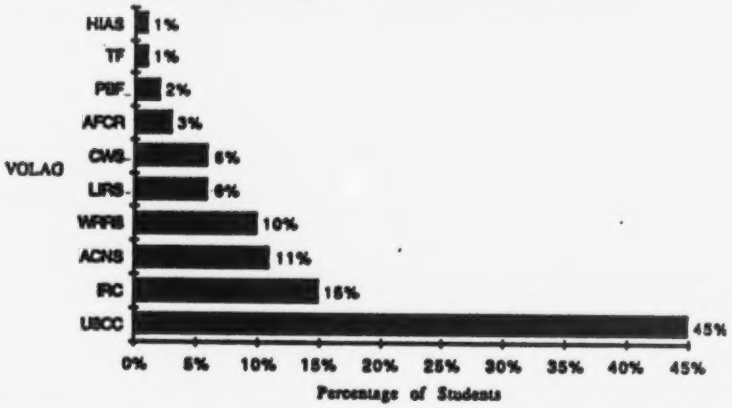


Table 1

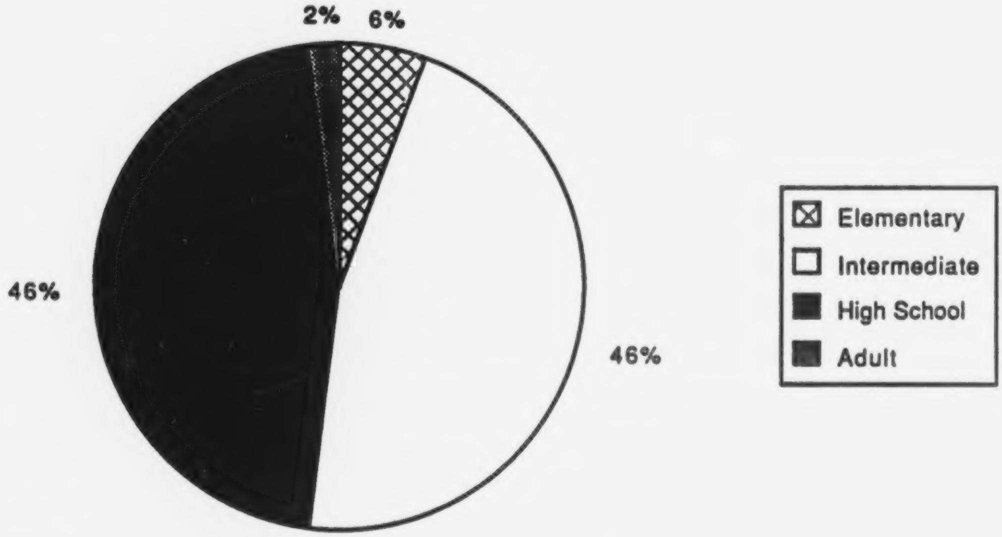
Total Sample: Geographical Distribution

State	Number of Students	State	Number of Students	State	Number of Students
DC	1	MI	3	MO	12
LA	1	OK	3	TN	12
MS	1	RI	3	VA	13
SD	1	ME	4	OR	14
VT	1	NE	4	KY	15
AR	2	CO	5	UT	15
AZ	2	GA	7	PA	19
HI	2	MN	8	IL	25
OH	2	IA	9	NY	26
SC	2	FL	10	TX	27
AL	2	NC	10	WA	29
CT	3	NJ	12	CA	170
IN	3	MA	12		
				Total	489

Grade Level. Upon arrival in the U.S., students in both groups were enrolled in junior or senior high schools. Age appears to be a major factor in grade placement. Most 13 and 14 year-old students were enrolled in middle or junior high schools. Most 15 and 16 year-olds entered junior or senior high schools. Figure 5 illustrates the distribution of all the students in the sample among the different types or levels of schools. Approximately four-fifths of the students enrolled at the intermediate level were placed in the seventh or eighth grade and more than four-fifths of the students enrolled at the high school level were placed in the ninth or tenth grade. Virtually no students entered high school above the tenth grade. A small number of the 13 and 14 year-old students were enrolled at the elementary level, usually in the fifth or sixth grade. Four non-PASS students and four PASS students in the sample attended adult ESL classes instead of secondary schools; however, all of these students were 16 years-old or older.

Figure 5

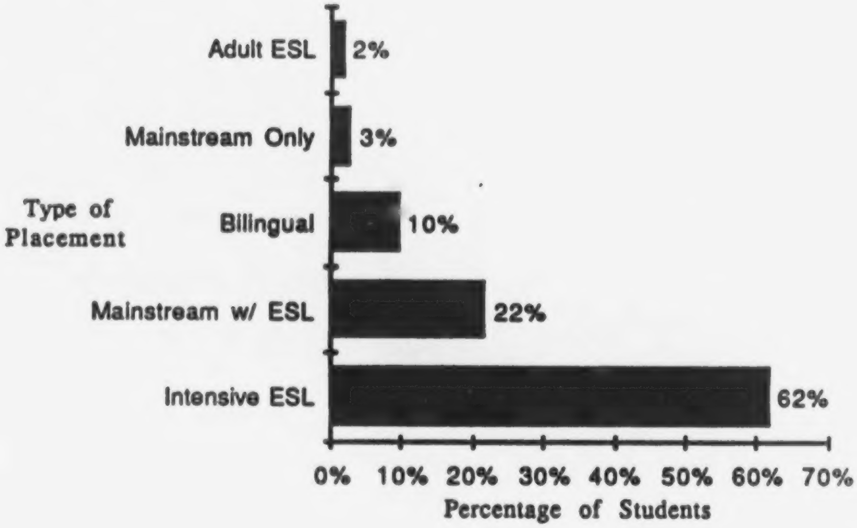
Total Sample: Distribution by Type of School



Placement. Nearly all of the students in the sample received at least one class of ESL per day, and over half of the students were placed in Intensive ESL, indicating that they received more than one class of ESL per day. Figure 6 illustrates the distribution of students among the different types of programs in which students were placed.

Figure 6

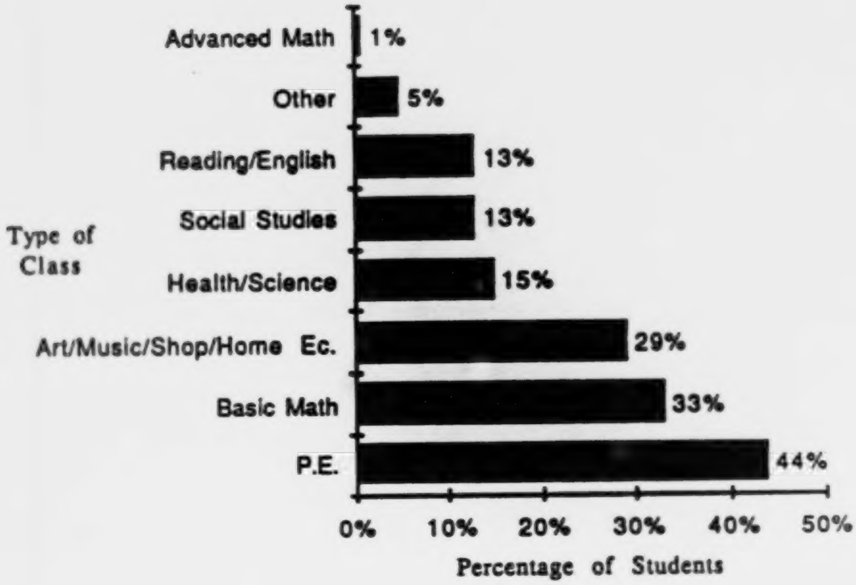
Total Sample: Distribution by Placement



Mainstream Classes. The three most prevalent mainstream classes in which non-PASS and PASS students were placed were P.E., basic math, and electives such as art, music, home economics, shop, and typing. Figure 7 illustrates the percentage of students placed in the various mainstream classes. The category *other* includes classes such as career exploration, drafting, and computer.

Figure 7

Total Sample: Mainstream Classes *

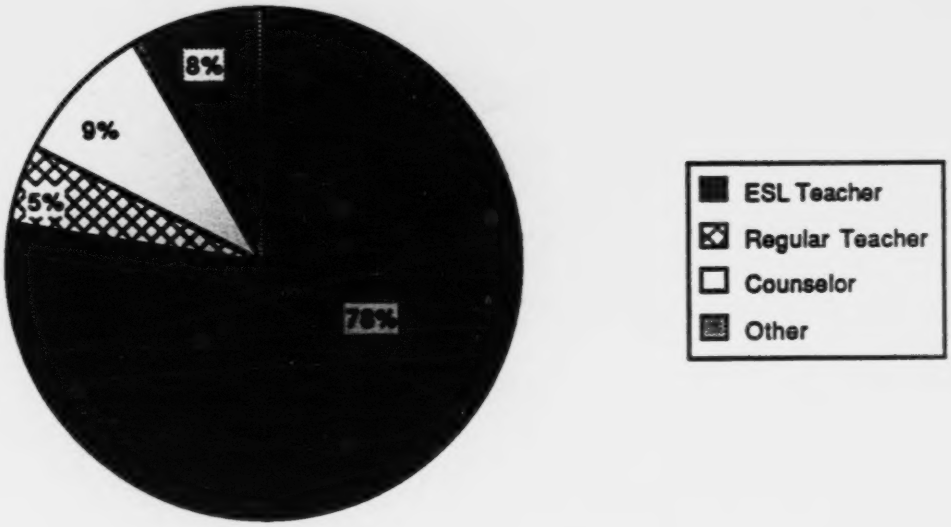


* Separate percentages total more than 100% because students take more than one mainstream class.

Respondents. The majority of the respondents were ESL teachers and nearly all of these teachers had previous experience working with Southeast Asian refugee students. Other respondents included counselors, regular classroom teachers, and other school personnel such as the reading specialist, the special education teacher, or an administrator. All but three of the respondents said they were confident about the answers they gave on the questionnaire. Figure 8 illustrates the percentages of the various types of school personnel who responded to the questionnaire.

Figure 8

Total Sample: Distribution of Respondents



Performance Results

The performance results consist of statistical presentations of teacher responses to two sections of the PASS questionnaire. The General Information section asked the respondents to compare the "overall preparation for school" of the sample students with other newly arrived Southeast Asian refugees with whom the teachers have worked. The Performance Information section asked the teachers to rate the skill level of the sample students in the performance of 52 fundamental educational and social skills. Tables 2 and 3 summarize the most important aspects of these two sections, respectively. For a complete set of statistical results, see Appendix C.

Teachers' Overall Impression of PASS Students

The teachers were asked to respond to the question, "How does this student's overall preparation for school compare with other newly arrived Southeast Asian refugees with whom you have worked?" Teachers were asked to choose among three assessment levels: Below Average, Average, and Above Average. The responses to this question, which are summarized in Table 2 on page 24, provide a measure of the teachers' overall impression of the performance of PASS students relative to that of non-PASS students upon arrival in U.S. schools.

Method. The data in Table 2 are presented in the form of a differential (+ or -) that expresses the percentage difference in size between PASS and non-PASS groups at the various assessment levels (that is, the differential = % PASS - % non-PASS / % non-PASS). In other words, the differential shows how many more (+) or fewer (-) PASS students compared with non-PASS students were rated by teachers as having achieved a certain assessment level. For example, if 40% of PASS students and 50% of non-PASS students were rated at the Average assessment level, then simple arithmetic shows us that the PASS group at this level is 20% smaller than the non-PASS group--so the differential would be -20%.

Table 2

Comparison with Other S.E. Asian Refugee Students: Differentials between PASS and Non-PASS Students

(Differential = % PASS - % Non-PASS/% Non-PASS)

	Assessment Level		
Group	Below Average	Average	Above Average
a) Total Sample (Overall)	-71%	-2%	+109%
b) Total Sample (0 Yrs. Ed.)	-59%	-12%	+575%
c) Total Sample (1-3 Yrs. Ed.)	-78%	+57%	+143%
d) Total Sample (4+ Yrs. Ed.)	-71%	-20%	+55%
e) Vietnamese (Overall)	-71%	+8%	+85%
f) Vietnamese (0 Yrs. Ed.)	NA*	NA*	NA*
g) Vietnamese (1-3 Yrs. Ed.)	-72%	+900%	-52%
h) Vietnamese (4+ Yrs. Ed.)	-57%	-29%	+63%
i) Khmer (Overall)	-70%	-14%	+182%
j) Khmer (0 Yrs. Ed.)	-61%	NA**	+170%
k) Khmer (1-3 Yrs. Ed.)	-79%	-2%	+356%
l) Khmer (4+ Yrs. Ed.)	NA**	-29%	+54%

---

*No PASS-trained Vietnamese students were categorized as having no previous education.

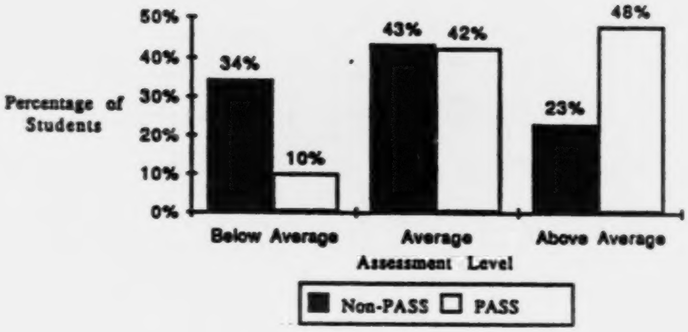
**The non-PASS denominator is zero and thus no ratio exists.

The table provides these differentials for 12 separate sub-groups of the total student sample. The purpose of the sub-grouping is to demonstrate the impact of previous education on student performance. The 12 sub-groups have been derived by dividing each of the sample's three main groups (the total sample itself, the Vietnamese sample, and the Khmer sample) into three other sub-groups of a) no previous education, b) 1-3 years previous education, and c) 4+ years previous education.

Results. Figure 9 below illustrates that 109% more PASS than non-PASS students (over twice as many) were rated by teachers as being Above Average. In particular, almost one-half (48%) of the PASS students in the total sample were rated above average, whereas only about one-quarter (23%) of the non-PASS students of the total sample were so rated. Furthermore, about 70% fewer PASS than non-PASS students were rated Below Average (10% of PASS students compared with 34% of non-PASS students). Finally, roughly equal percentages of PASS and non-PASS students were rated Average (42% of PASS and 43% of non-PASS).

Figure 9

Comparison with Other Southeast Asian Refugee Students



When the total sample is broken down into the three educational background sub-groups, a predictable pattern emerges: the effect of the PASS program on student performance, while substantial for all students in the program, was greatest for those with no or little previous education. For the students with 4+ years of previous education within the total sample, 55% more PASS students were rated Above Average. For students with 1-3 years previous education and with no previous education, the effect of the PASS program was roughly 3 and 10 times greater, respectively (the differentials are 143% and 575%).

Skill Performance of PASS Students

Teachers were asked to rate the students' performance of the following 52 educational and social skills according to a three-point scale: 1) no or minimal skill, 2) basic competence, or 3) full mastery.

Educational and Social Skills

Aural/Oral English Proficiency

- Respond appropriately to greetings
- Follow simple classroom instructions
- Give personal background information
- Express lack of understanding
- Ask for clarification
- Tell time
- Identify classroom objects
- Identify common foods
- Ask for help when having difficulty
- Ask for permission to leave classroom
- Express like and dislikes
- Report a problem or concern

English Literacy Development

- Sequence letters of the alphabet
- Make sound/symbol correspondence
- Print upper/lower case letters
- Read basic sight words
- Spell words in own vocabulary
- Use capitalization/punctuation
- Respond to oral questions about a simple reading selection
- Respond to written questions about
- Write a simple paragraph

School/Study Skills Development

- Work independently at seat
- Work in pairs or small group
- Participate in class activities
- Follow a class schedule
- Complete simple biodata forms
- Return forms with parent signature
- Open and use a school locker
- Use a dictionary
- Organize and maintain a notebook
- Complete homework assignments
- Complete make-up assignments
- Take quizzes and tests

Computational Skills Development

- Do basic addition problems
- Do basic subtraction problems
- Do basic multiplication problems
- Do basic division problems
- Read/understand basic math terms
- Read simple graphs and charts
- Make simple measurements
- Estimate and round off numbers
- Solve simple word problems
- Use American money

Cultural Orientation

- Address teachers appropriately
- Dress appropriately for school
- Interact with members of other ethnic groups
- Demonstrate appropriate behavior in halls and other non-school places
- Demonstrate appropriate classroom behavior
- Attend class regularly
- Arrive at class punctually
- Arrive at class with proper materials
- Demonstrate good grooming habits

Table 3 compares PASS students with non-PASS students in the performance of the 52 educational and social skills.

Table 3

Skill Performance: Differentials between PASS and Non-PASS Students

(Differential = % PASS - % Non-PASS/% Non-PASS)

SKILL AREAS

GROUP	All Skills	Aural/ Oral English Proficiency	English Literacy Development	Computa-tional Skills Development	School/ Study Skills Development	Cultural Orientation
Total Sample (overall)	**+27%/+55%**	**+25%/+65%**	**+47%/+98%**	**+32%/+36%**	**+20%/+51%**	**+11%/+24%**
Total Sample (0 yrs. educ.)	+109%/+212%	+104%/+226%	+222%/+280%	+90%/+58%	+97%/+51%	+42%/+167%
Total Sample (1-3 yrs.)	+57%/+90%	+52%/+62%	+95%/+163%	+59%/+101%	+58%/+107%	+23%/+32%
Total Sample (4+ yrs.)	+14%/+32%	+8%/+39%	+26%/+68%	+29%/+24%	+7%/+24%	+4%/+8%
Vietnamese (overall)	+30%/+76%	+31%/+120%	+46%/+110%	+44%/+51%	+18%/+64%	+11%/+24%
Vietnamese (0 yrs.)*	NA/NA	NA/NA	NA/NA	NA/NA	NA/NA	NA/NA
Vietnamese (1-3 yrs.)	+35%/-24%	-19%/-100%	+20%/-51%	+125%/+85%	+34%/-31%	+26%/+8%
Vietnamese (4+ yrs.)	+21%/+44%	+22%/+59%	+30%/+65%	+40%/+38%	+9%/+33%	+8%/+22%
Khmer (overall)	+29%/+94%	+19%/+26%	+62%/+183%	+31%/+205%	+25%/+65%	+12%/+23%
Khmer (0 yrs.)	+87%/+65%	+98%/+61%	+139%/102%	+20%/-7%	+134%/+101%	+32%/+90%
Khmer (1-3 yrs.)	+65%/+83%	+60%/+69%	+159%/+170%	+40%/+40%	+57%/-118%	+18%/+43%
Khmer (4+ yrs.)	+6%/+13%	-15%/-9%	+23%/+50%	+30%/+62%	-1%/+8%	-4%/-16%

---

*No PASS-trained Vietnamese students were categorized as having no previous education.

Differential Key:
Basic + Mastery/Mastery Only

Method. The comparison is presented by means of differentials identical to those used in Table 2 except that the differentials in Table 3 reflect levels of skill competence rather than of overall assessment relative to other Southeast Asian refugee students (as in Table 2). Vertically, Table 3 presents the same 12 sub-groups as in Table 2. Horizontally, the table is divided into six columns. The first column presents an overall average of the differentials for all 52 skills ("All Skills") and the latter five columns present averages of the differentials for the various skills within each of the questionnaire's general skill areas (Aural/Oral English Proficiency, English Literacy Development, Computational Skills Development, School/Study Skills Development, and Cultural Orientation). (See Appendix C for a skill-by-skill breakdown of the differentials for all 12 sub-groups.)

At each entry in the table, two separate differentials are given. Each of the two applies to a specific skill level. The first differential applies to a level of "general competence" that is a composite of the "basic" and "mastery" levels. These levels are combined in order to provide a "shorthand" answer to the primary question of this study; namely, how many more or fewer PASS students compared with non-PASS students achieved general competence upon arrival in U.S. schools? The second differential applies to only the "mastery" level in order to provide an answer to a secondary but still important question; namely, how many more or fewer PASS students compared with non-PASS students were able to go beyond general competence in performing these 52 skills?

A brief example will serve to clarify the usefulness of these differentials as a tool of performance measurement. For the total sample (overall) group, the Cultural Orientation entry shows the figures +11% and +24%. The first number tells us that 11% more PASS students than non-PASS students were rated as having achieved "general competence" in the skill area of Cultural Orientation. Similarly, the second number tells us that 24% more PASS students than non-PASS students were rated as having achieved "mastery" in that area.

Results. What effect did the PASS program have on skill performance? Similar to Table 2, Table 3 demonstrates that the PASS program had substantial effect on all its students and had the greatest effect on students with no or little previous education.

The "All Skills" column provides a comprehensive summary of the relative performances of PASS and non-PASS students. For the total sample (overall), 27% more PASS than non-PASS students achieved "general competence" in the 52 skills. For students with 4+ years previous education, PASS students did only 14% better than non-PASS students. However, for students with 1-3 years previous education and with no education, PASS students did 57% and 109%, respectively, better than their non-PASS counterparts.

At the "mastery" level the PASS program had an even greater effect. Fifty-five percent more PASS than non-PASS students achieved "mastery" in the "All Skills" category. Again, the PASS program had the largest impact on those with less previous education. While 32% more PASS than non-PASS students with 4+ years previous education achieved "mastery," the figures for the students with 1-3 years previous education and with no previous education are +90% and +212%, respectively.

As can be seen from Table 3, the Vietnamese and Khmer samples follow this basic pattern at both the "general competence" and the "mastery" levels. In addition, Table 3 shows that this basic pattern holds for the five separate skill area columns as well.

Did the effect of the PASS program vary over the five skill areas? The results in Table 3 demonstrate that the effect of the PASS program did vary across the five skill areas. For the total sample (overall), the effect at the "general competence" level varied in the following manner: English Literacy Development (+47%), Computational Skills Development (+32%), Aural/Oral English Proficiency (+25%), School/Study Skills Development (+20%), and Cultural Orientation (+11%).

This pattern varied somewhat for the previous education sub-groups of the total sample, as shown below:

0 Yrs.	1-3 Yrs.	4+ Yrs.
Literacy (+222%)	Literacy (+95%)	Computational (+29%)
Aural/Oral (+104%)	Computational (+59%)	Literacy (+26%)
School/Study (+97%)	School/Study (+58%)	Aural/Oral (+8%)
Computational (+90%)	Aural/Oral (+52%)	School/Study (+7%)
Cultural (+42)	Cultural (+23%)	Cultural (+4%)

In general, the basic pattern was one in which the effect of PASS was greatest in the area of English Literacy Development and least in the area of Cultural Orientation, with the other three areas scattered in between. The Vietnamese and Khmer samples demonstrated this basic pattern as well, as can be seen from the rest of Table 3.

Respondents' Comments

This section summarizes information from the last item on the questionnaire which asked respondents to describe additional social or academic problems that present serious difficulties for newly-arrived refugee students. One hundred and four respondents made comments on this item. Their remarks provide insight into the special needs and problems of refugee students entering American schools and also give an indication of how PASS students are being perceived by some of their teachers in their new schools. Most respondents identified general or specific problems of newly-arrived refugee students; however, several teachers made comments about the superior preparation and performance of PASS students compared to other students they have had in the past.

Social or Academic Problems for Newly-Arrived Refugee Students

It has been reported that the most critical areas of possible conflict for Indochinese refugee children are learning the English language and learning about American culture (Ellis, 1980; Wehrley & Nelson, 1986; Pfleger & Yang, 1986). Respondents in the PASS Tracking Study corroborated these findings in addition to identifying other special needs or problems for entering youth.

In brief, the respondents identified language, cultural orientation, health and hygiene, classroom and study skills, and basic math as general problem areas for newly-arrived refugee students. (For the complete compilation of respondents' remarks, see Appendix D.) The educators' remarks are consonant with the results of other refugee educator surveys that were conducted during the planning stages of PASS (Youth Program Planning Conference, 1985; Pfleger & Yang, 1986). Overall, the findings serve to confirm the appropriateness of the PASS curriculum for it addresses, to some extent, all of the problem areas that were identified.

Educators' Impressions of PASS Students

The respondents' anecdotal remarks about PASS students' level of preparation provide insight into how the first PASS students were perceived by their teachers. The educators' comments corroborate the overall findings of the study that students with PASS training perform better in school. Several respondents expressed praise for the program and the level of preparation of their students in comments such as the following:

> "Students who have been through PASS have a significant advantage over those who haven't had this opportunity."
>
> "The four of us who teach these children have commented on the excellent preparation of those children who have come through your program. Their transition is much easier, their adaptation to the school is faster, and their academic progress is greatly accelerated. Keep up the good work."
>
> "I feel that the Southeast Asians that have gone through your basic program in the Philippines have adapted much better than the students that preceeded them. This is even true of the Cambodian who had little or no previous schooling."
>
> "I have received two PASS students this spring. They are both doing exceptionally well. The teachers in Thailand and the Philippines do an outstanding job of preparing the students for school. Please tell those teachers that we are thrilled to receive the fruits of their labors. It's too bad that the teachers in the camps can't be here to share in the students' successes."
>
> "Bravo PASS! Pheap is a delight to have. She is better prepared than any other of our eight previous Cambodian students. Her present schedule is mostly activity-oriented to give her maximum opportunity to hear and speak English. By next fall I believe she will be able to handle most freshman classes with ESL backup."
>
> "Kloeng is a bright, pleasant, and delightful boy who has many more English skills than other refugees who were new arrivals. He seems to understand basic conversation and can follow instructions. In our Bilingual Competency Lab, he is ahead of many of the other students. If this is the result of his being in the PASS program, I think you have done an excellent job and your program is very successful. I have many refugee students and I wish they all had the skills that Kloeng arrived with."
>
> "Savan was well prepared to function in an American classroom. He is the most advanced Cambodian that has entered our school that has had training in the Thailand Refugee Processing Center."

CONCLUSION

Implications and Need for Further Research

Implications for additional research are many. A major demographic feature of the refugees from Southeast Asia is their relatively young age (Charron & Ness, 1981); over 42% are under the age of 17 (Office of Refugee Resettlement, 1987). A literature search, however, has revealed that there are very few published reports on the integration of Southeast Asian refugee students into U.S. schools (Wehrley & Nelson, 1986). Data are needed on high school graduation rates and the post-secondary experiences of refugees who complete high school and those who do not. While there is some indication that poor school performance is a predictor of dropping out for high school-age language minority students (Steinberg, Lin Blinde & Chan, 1982), little is known about the relationship between dropping out, school experiences, and Southeast Asian refugee students.

There is a particular scarcity of research on resettled refugee students' perceptions about their own integration process into American schools and their recommendations to other newly-arrived students. In a follow-up study on some of the PASS graduates in schools in California and Massachusetts, Hindman & Wetayawigromrat (1986) found that students were eager to report their successes and demonstrate their improved communication skills. The students reported that the most valuable elements of their training were being able to speak some English, knowing about the procedures and facilities in the school, and being familiar with some of the school subjects and how to study. The students also reported that English (especially social language), how to make friends, and how to do homework should be emphasized more in the future.

Trang Hoang (1985) found that most of the research conducted on Vietnamese youth populations focused on the maladaptives and college-age students' performance in higher institutions. Hoang, in an exploratory study of Vietnamese adolescents' acculturation level, interviewed students in Orange County, California to learn what strategies and coping skills they use to adjust to their new surroundings. Although Hoang's tentative findings link acculturation to school performance, peer relations, and involvement in Vietnamese cultural activities, she cautions that Vietnamese students are unfamiliar with the survey format and concept of research and are often reluctant to express strong opinions. Hoang suggests that future efforts to gain students' perceptions about their own adjustment be conducted in their native language, ensure that students understand the purpose and importance of the research, and take place in an academic environment where students are more serious about their responses.

Research Agenda

As of June 1987, 5,533 students have been graduated from the PASS program: 1,766 students from Phanat Nikhom and 3,767 students from Bataan. Since the PASS Tracking Study was begun in 1986, however, the ethnic composition of the refugee population in the camps has shifted. Hmong currently comprise approximately 80% of the population in the RPC in Phanat Nikhom. Vietnamese and Lao are the predominant groups in the RPC in Bataan. Furthermore, approximately 37% of the Vietnamese students in PASS left Vietnam through the Orderly Departure Program (ODP). These students generally have experienced fewer interruptions in their educations and have spent less time in refugee camps. Since ODP students in PASS have not been studied systematically, little is known about the experiences of this group coming directly from Vietnam to reunite with their families. In addition, a program for 6-11 year-olds, PREP (Preparing Refugees for Elementary Programs), was recently implemented in Bataan and virtually nothing is known about the experiences of this group in elementary classrooms across the U.S.

For these reasons, the Bureau for Refugee Programs plans to continue conducting small student tracking efforts during the 1987-88 school year to collect information about groups not included in this PASS study (Hmong and ODP cases) and to assess the effectiveness of the PREP program in preparing children for elementary programs in the U.S.

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THE PASS TRACKING STUDY

APPENDICES

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APPENDIX A

THE PASS QUESTIONNAIRE

United States Department of State

Washington, D.C. 20520

May 5, 1986

Dear Educator,

The U.S. Department of State recently funded an educational program for secondary school-age Indochinese refugees in the Refugee Processing Centers in Thailand and the Philippines. This program, Preparation for American Secondary Schools (PASS), provides 20 weeks of training in English as a Second Language, basic math, and school orientation for all 13-16 year-old Southeast Asian refugees approved for U.S. resettlement. These programs are implemented by the International Catholic Migration Commission in the Philippines and by a consortium of Save the Children Federation, World Education, and the Experiment in International Living in Thailand.

The Department of State is currently undertaking a study to evaluate the effectiveness of PASS training in preparing adolescents for U.S. schools and requests your assistance in completing the attached questionnaire regarding a refugee student who has been enrolled in your school for at least six weeks.

This study requires gathering information about the initial school performance of students who received PASS training as well as those who did not receive training. You have been recommended as the person best able to comment on how an identified student has been functioning in your school during the initial period of enrollment. It may be helpful for you to talk with other teachers and school personnel in making in your assessment of the student's adjustment and performance in the total school environment. In addition to completing the questionnaire, any comments you might have regarding the student's school experiences are welcome.

The Department of State has asked the Center for Applied Linguistics and the participating resettlement agencies to conduct the information gathering stages of this study. The questionnaire should be returned to the representative of the resettlement agency by whom you have been contacted. Questions regarding the study or the PASS program in general should be referred to the Center for Applied Linguistics, 1118 22nd Street NW, Washington, D.C. 20037.

Your assistance in answering this questionnaire will help determine how effectively the PASS program is meeting its objectives, and how it might be improved to better meet the needs of both students and the U.S. schools in which they enroll. Thank you for your cooperation in this effort.

Sincerely,

Ann Morgan

Ann Morgan
Director, Office of Training
Bureau for Refugee Programs

ID # ____________
(leave blank)

PASS QUESTIONNAIRE

Student Information (to be completed by resettlement agency representative)

Name of Student ____________________ Case Number ___________ Cycle _____

Age ___ Sex ___ Ethnic Group ______________ U.S. arrival date __________

Name of School _________________________ Date enrolled _______ Grade ____

Address ____

Number of years of previous education? _____ **Today's Date** _____________

RPC: (Circle) Bataan Phanat Nikhom Galang PASS -Trained? Yes No

(Please pass to school designee)

School Information (to be completed by school designee) **Today's date** ________

Position: (Circle one) Teacher Counselor Other (specify) ____________________

Name: (Optional) ____

Number of years of previous experience with Indochinese refugees? ______________

Placement: (Circle one) Intensive ESL Bilingual Mainstream

Other (specify) ____________________

Classes in which student is mainstreamed ______________________________

Performance Information (to be completed by school designee)

DIRECTIONS:
Please rate the student's mastery of the following skills on a three-point scale:

- **1 No skill or minimal familiarity with skill**
- **2 Demonstrates basic competence in skill area**
- **3 Demonstrates full mastery in skill area**

Aural/Oral English Proficiency

Student can:

____ respond appropriately to greetings
____ follow simple classroom instructions
____ give personal background information
____ express lack of understanding
____ ask for clarification
____ tell time
____ identify common classroom objects
____ identify common foods
____ ask for help when having difficulty
____ ask for permission to leave classroom
____ express likes and dislikes
____ report a problem or concern

English Literacy Development

Student can:

____ sequence letters of the alphabet
____ make sound/symbol correspondence
____ print upper/lower case letters
____ read basic sight words
____ spell words in own reading vocabulary
____ use appropriate capitalization/ punctuation
____ respond to oral questions about a simple reading selection
___ respond to written questions about a simple reading selection
____ write a simple paragragh

School/Study Skills Development

Student can:

____ work independently at seat
____ work in pairs or small group
____ participate in class activities
____ follow a class schedule
____ complete simple biodata forms
____ return required forms with parent signature
____ open and use a school locker
____ use a dictionary
____ organize and maintain a notebook
____ complete homework assignments
____ complete make-up assignments following absence
____ take quizzes and tests

Computational Skills Development

Student can:

____ do basic addition problems
____ do basic subtraction problems
____ do basic multiplication problems
____ do basic division problems
____ read/understand basic math terms
____ read simple graphs and charts
____ make simple measurements
____ estimate and round off numbers
____ solve simple word problems
____ use American money

Cultural Orientation

Student:

____ addresses teachers and other school personnel appropriately
____ dresses appropriately for school and school-related events
____ interacts with members of other ethnic groups
____ demonstrates appropriate classroom behavior
____ demonstrates appropriate behavior in halls and other non-classroom locations
____ attends class regularly
____ arrives at class punctually
____ arrives at class with appropriate books and materials
____ demonstrates good personal grooming habits

General Information (to be completed by school designee)

How does this student's overall preparation for school compare with other newly arrived Southeast Asian refugees with whom you have worked? (Circle one)

below average   average   above average   NA

Given that teachers have varying degrees of contact with students, how confident do you feel about the answers you gave throughout this survey?

very confident   somewhat confident   not confident at all

Have you observed academic or social problems in areas other than those listed above that have presented serious difficulties for newly arrived refugee students? If so, please describe. (Attach an additional sheet if necessary.)

(Please return to resettlement representative)

APPENDIX B

DATA COLLECTION

PASS TRACKING STUDY

DISTRIBUTION OF STUDENTS AMONG VOLUNTARY AGENCIES

AGENCY	#1	#2	#3	#4	TOTAL
American Council for Nationalities Service	24	37	19	14	94
American Fund for Czechoslovak Refugees	12	10	3	5	30
Buddhist Council	0	3	2	2	7
Church World Service	32	31	8	7	78
Hebrew Immigrant Aid Society	9	16	5	3	33
International Rescue Committee	38	42	16	18	114
Lutheran Immigration and Refugee Service	29	28	18	13	88
The Presiding Bishop's Fund	6	5	6	0	17
Tolstoy Foundation	1	0	1	0	2
U.S. Catholic Conference	137	142	160	71	510
World Relief Refugee Service	50	39	22	10	120
TOTALS	338	352	260	143	

TOTAL NUMBER OF STUDENTS 1093

PASS TRACKING STUDY

STUDENT LISTS
&
SCHEDULE FOR ADMINISTRATION OF QUESTIONNAIRES

RESETTLEMENT AGENCY: ______________________________ DATE: ____________

TIMETABLE

ADMINISTRATION SET:	# 1	# 2	# 3	# 4
ADMINISTRATION DATE:	2/19	3/17	4/21	5/05
INCLUDES CYCLES:	44,45 57,58 59	46,60 61,62 35A-B 36C-E	63,64	65 36A-B

TOTAL NUMBER OF STUDENTS: ______________

TO RESETTLEMENT AGENCY REPRESENTATIVES:

Due to the many demands on both agency and school staffs, it may not be possible to maintain the timetable specified above for administration of the questionnaire. The focus of the study, however, is on students' initial degree of preparation for schools, and efforts to complete the questionnaire as close to the specified date as possible will be appreciated.

QUESTIONNAIRE ADMINISTRATION SCHEDULE

GROUP	RPC	ETHNIC GROUP	CYCLE NO.	END OF CYCLE	U.S. ARRIVAL	ADMINISTRATION OF QUESTIONNAIRE Week of:
NON-PASS	BATAAN	KHMER & VIETNAMESE	57	10/26	NOVEMBER	2/19/86
		KHMER & VIETNAMESE	58	11/25	DECEMBER	2/19/86
		KHMER & VIETNAMESE	59	12/14	DECEMBER	2/19/86
		KHMER & VIETNAMESE	60	1/18	JANUARY	3/17/86
		KHMER & VIETNAMESE	61	1/25	FEBRUARY	3/17/86
		KHMER & VIETNAMESE	62	2/08	FEBRUARY	3/17/86
	GALANG	VIETNAMESE	35AB	1/24	FEBRUARY	3/17/86
		VIETNAMESE	36CE	1/24	FEBRUARY	3/17/86
		VIETNAMESE	36AB	3/18	MARCH	5/05/86
PASS	PHANAT NIKHOM	KHMER	44	10/20	NOVEMBER	2/19/86
		KHMER	45	12/04	DECEMBER	2/19/86
		KHMER	46	1/22	FEBRUARY	3/17/86
	BATAAN	KHMER & VIETNAMESE	63	2/22	MARCH	4/21/86
		KHMER & VIETNAMESE	64	3/08	MARCH	4/21/86
		KHMER & VIETNAMESE	65	3/22	MARCH	5/05/86

GUIDELINES FOR ADMINISTRATION OF THE QUESTIONNAIRE

Thank you for your assistance in locating newly-arrived students in their schools and in identifying appropriate school personnel to complete the student performance questionnaires for the PASS Tracking Study.

The purpose of the study is to determine how well students are being prepared for secondary schools and to gather information from educators about what school skills and knowledge students are lacking.

Enclosed are the names of students selected for the study (Set # ___). The names are listed by cycle numbers for identification purposes. Each list contains the following information:

- student's name
- case number
- destination
- U.S. arrival date
- untrained or PASS-trained
- refugee processing center
- cycle number
- ethnic group

Also enclosed are sufficient copies of the questionnaire and an attached cover letter to the school designee explaining the purpose of the study.

The following are suggested steps for collecting the information requested for the study:

1) Verify the identity and location of the student(s) with your records. Complete the upper portion of the questionnaire, Student Information.

   (If the student has moved outside of your service area and you are unable to administer the questionnaire, please note the move and reasons for the move, if possible,and return the questionnaire to your home office.)

2) Contact the school (and the student) to identify the key school person best able to complete the questionnaire regarding the student's school/classroom performance.

3) Deliver the questionnaire to the school designee as close to the specified administration date as possible (   ).

4) If the school designee does not complete and return the questionnaire within a week to ten days, make a follow-up phone call or visit.

5) Return all completed questionnaires to the resettlement agency home office (unless directed otherwise).

If there is a problem or error on the student list, you may call Margo Peterson or her secretary, Charlene, directly to double check the student rosters. (202) 429-9292.please be able to provide the student's cycle number and case number.

Your comments on students' adjustment and resettlement experiences are welcome and encouraged. If you would like to share your observations and suggestions, please attach an additional sheet to the questionnaire. Once again, thank you for your cooperation in this effort.

PERMISSION FORM

I give permission for release of information about the skills of my son/daughter ____________________ for research purposes by the
name
Center for Applied Linguistics. I realize that this information does not in any way affect my child's standing in school.

____
Signature of Parent

PERMISSION FORM

I give permission for release of information about the skills of my son/daughter ____________________ for research purposes by the
name
Center for Applied Linguistics. I realize that this information does not in any way affect my child's standing in school.

____
Signature of Parent

PERMISSION FORM

I give permission for release of information about the skills of my son/daughter ____________________ for research purposes by the
name
Center for Applied Linguistics. I realize that this information does not in any way affect my child's standing in school.

____
Signature of Parent

APPENDIX C

PERFORMANCE RESULTS

PERFORMANCE RESULTS

Section One: Skill Charts

Section One compares PASS and non-PASS students in the total sample in terms of their performance of the 52 skills that were included in the PASS questionnaire. In particular, this section consists of charts (one for each of the 52 skills) that juxtapose the respective percentages of the PASS and non-PASS groups in each of the three levels of skill competence (None/Minimum, Basic, and Mastery). (Percentages may not total exactly 100% due to rounding off of numbers.)

Section Two: Differential Tables

Section Two compares the skill performances of PASS and non-PASS students in 12 sub-groups of the total sample. The purpose of the sub-grouping is to assess the effect of previous education on the performance of the students. The 12 sub-groups have been derived by dividing each of three major groups (the total sample itself, the Vietnamese sample, and the Khmer sample) into three other sub-groups (no previous education, 1-3 years previous education, and 4+ years previous education).

Each of the 12 tables compares PASS and non-PASS students in the form of differentials (+ or -) that express the percentage difference in size between PASS and non-PASS groups at the various assessment levels (that is, the differential = % PASS - % non-PASS / % non-PASS). In other words, the differential shows how many more (+) or fewer (-) PASS students compared with non-PASS students were rated by teachers as having achieved a certain skill level.

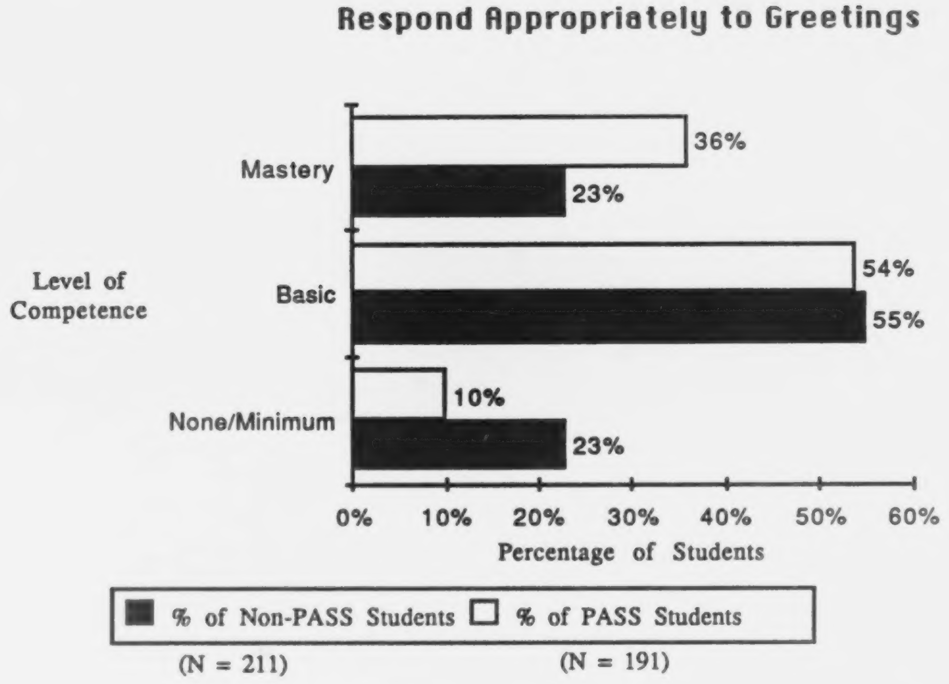
The final column, which is labeled "B + M," is a composite of the Basic and Mastery levels. The two levels are combined here in order to provide a measure of "general competence." This measure provides a convenient summary of the effect of the PASS program on the performance of the different skills for each of the 12 sub-groups.

Section Three: Charts Comparing the Sample Students with Other Southeast Asian Refugee Students

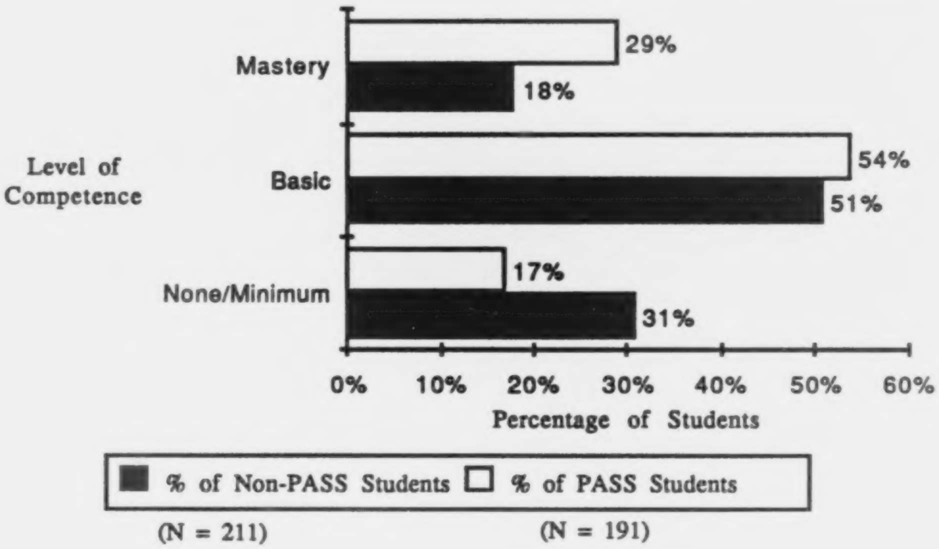
Section Three compares the overall preparation of PASS and non-PASS students in terms of how their teachers assessed them in relation to other Southeast Asian refugee students with whom they have previously worked. (See the General Information Section of the questionnaire.) The summary table at the beginning of the section presents differentials identical to those in Section Two except that the differentials in this table reflect levels of overall assessment (Below Average, Average, and Above Average) relative to other Southeast Asian refugee students rather than of skill competence (as in Section Two). The remainder of this section consists of charts that juxtapose the respective percentages of the PASS and non-PASS groups at each of the three assessment levels. (Percentages may not total exactly 100% due to rounding off of numbers.)

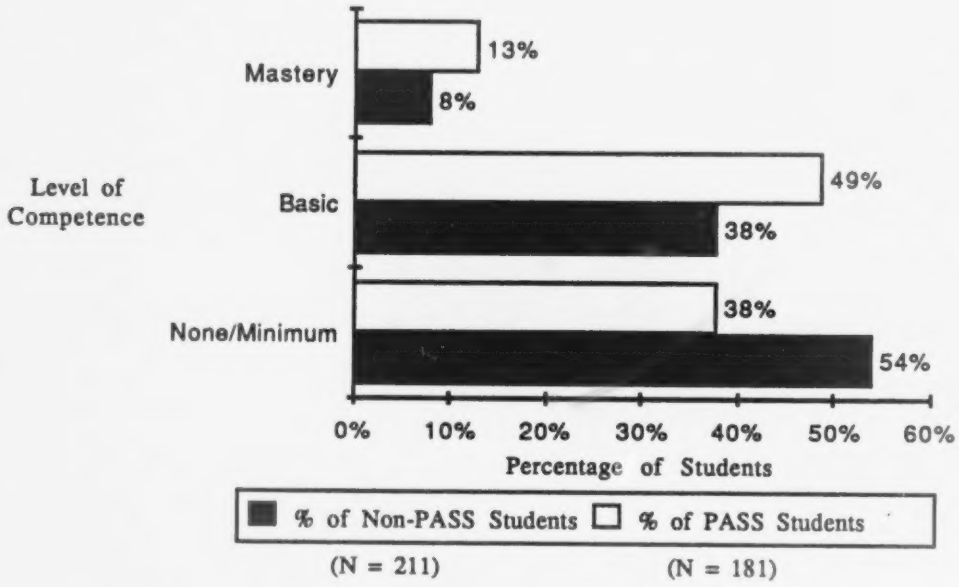
Section One: Skill Charts

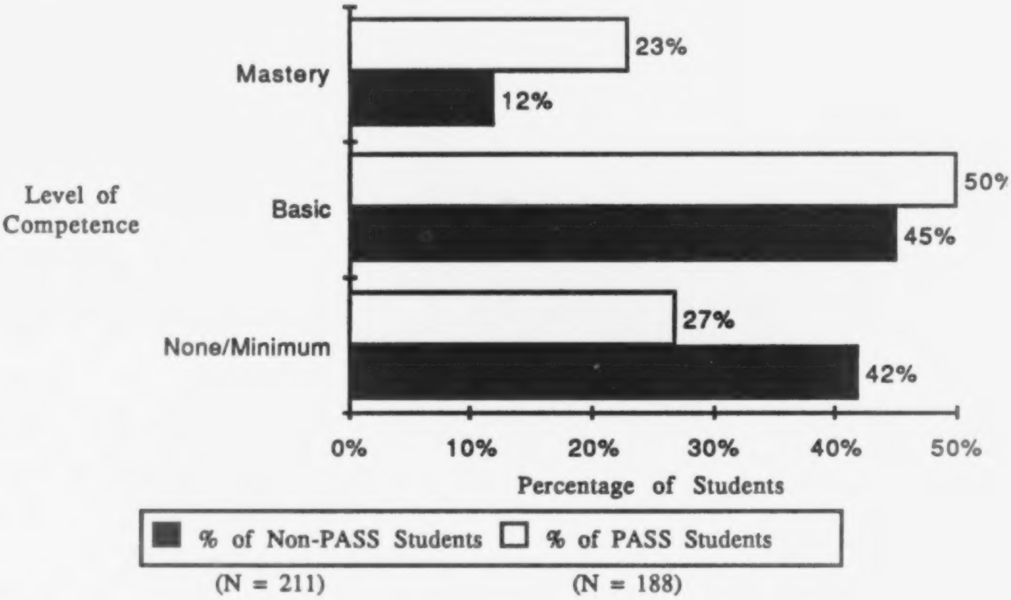
Aural/Oral English Proficiency


Respond Appropriately to Greetings
Level of Competence
Mastery
Basic
None/Minimum
36%
23%
54%
55%
10%
23%
0%
10%
20%
30%
40%
50%
60%
Percentage of Students
■ % of Non-PASS Students
☐ % of PASS Students
(N = 211)
(N = 191)

Follow Simple Classroom Instructions

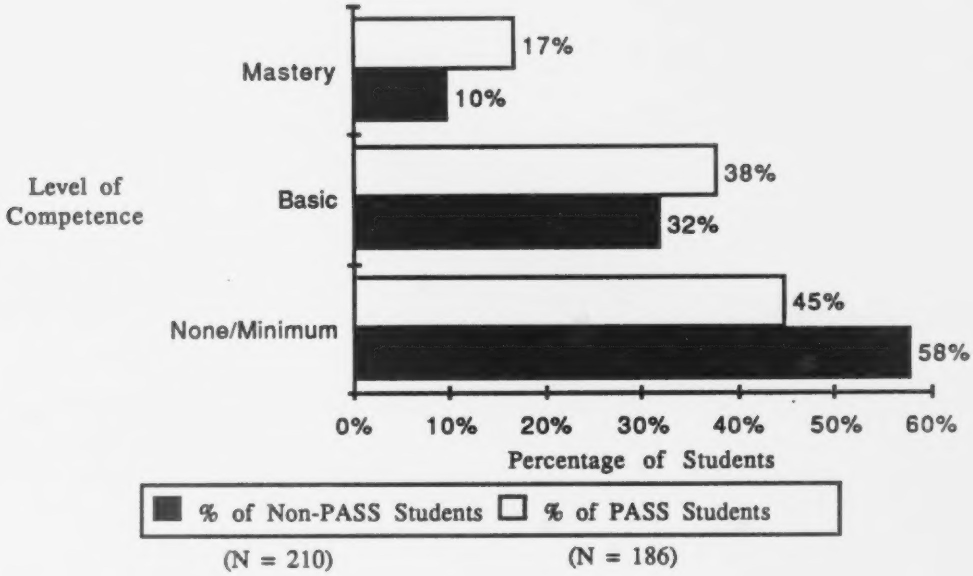



Give Personal Background Information

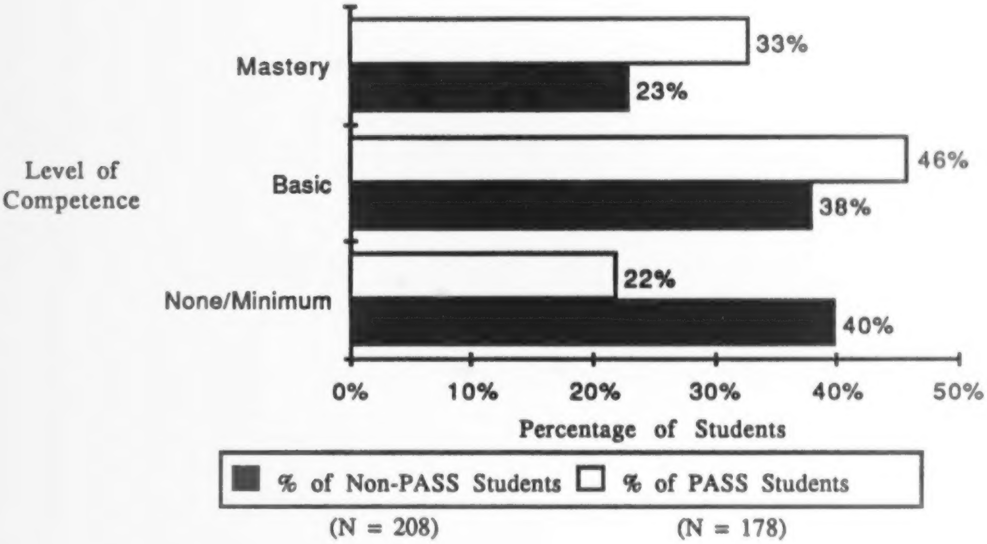


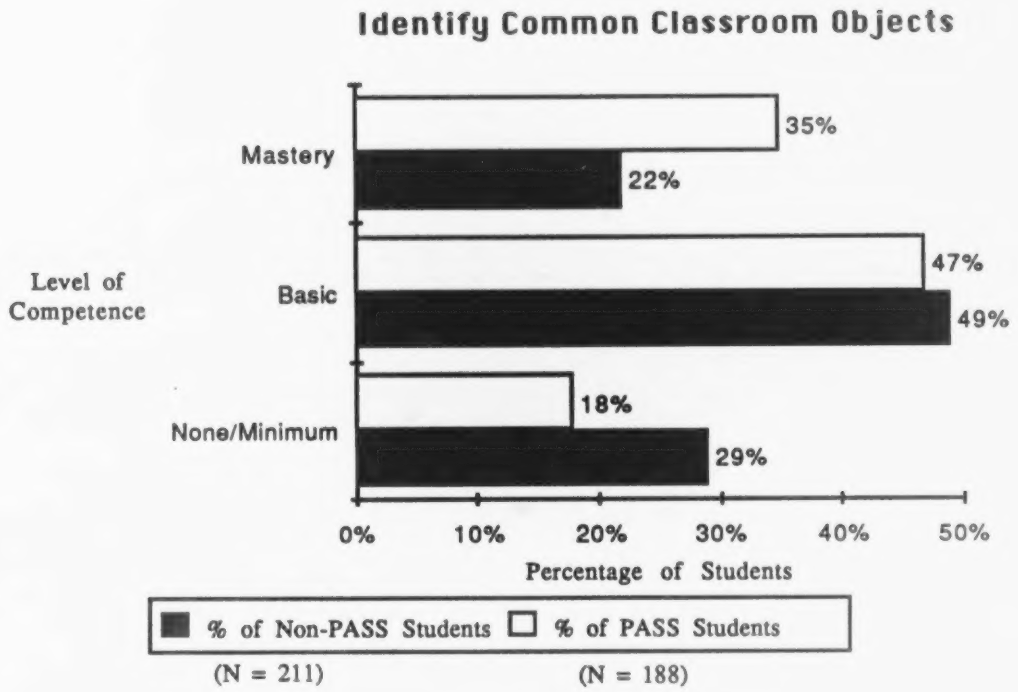
Express Lack of Understanding

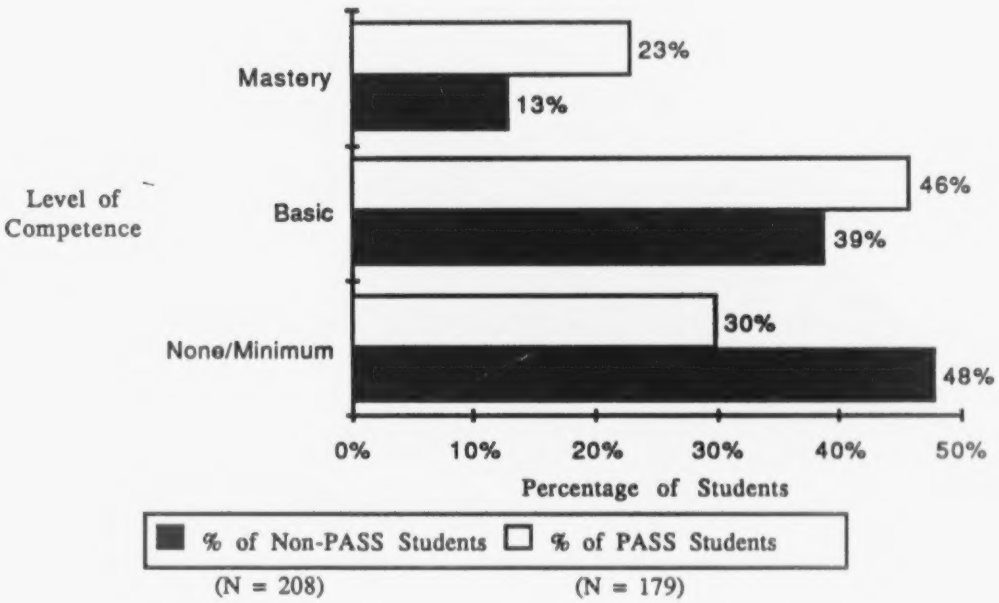
Ask for Clarification



Tell Time

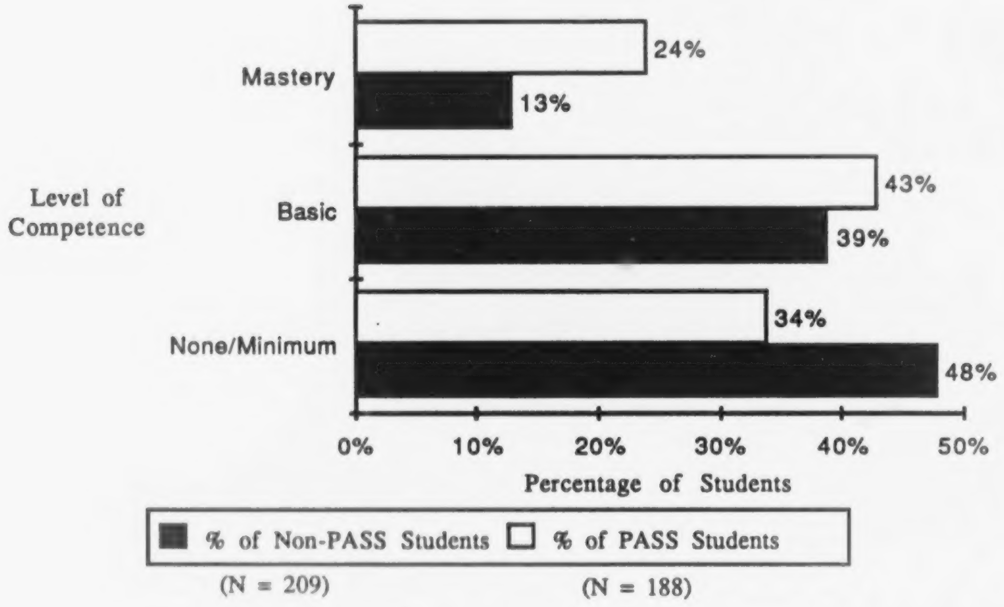

Level of Competence
Mastery
Basic
None/Minimum
33%
23%
46%
38%
22%
40%
0%
10%
20%
30%
40%
50%
Percentage of Students
% of Non-PASS Students
% of PASS Students
(N = 208)
(N = 178)

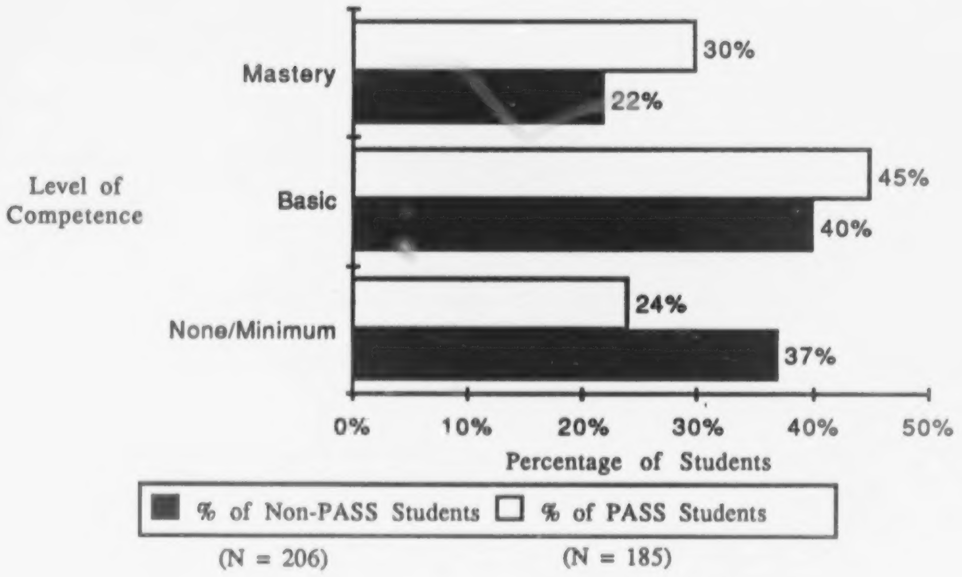

Identify Common Classroom Objects
Level of Competence
Mastery
35%
22%
Basic
47%
49%
None/Minimum
18%
29%
0%
10%
20%
30%
40%
50%
Percentage of Students
% of Non-PASS Students
(N = 211)
% of PASS Students
(N = 188)



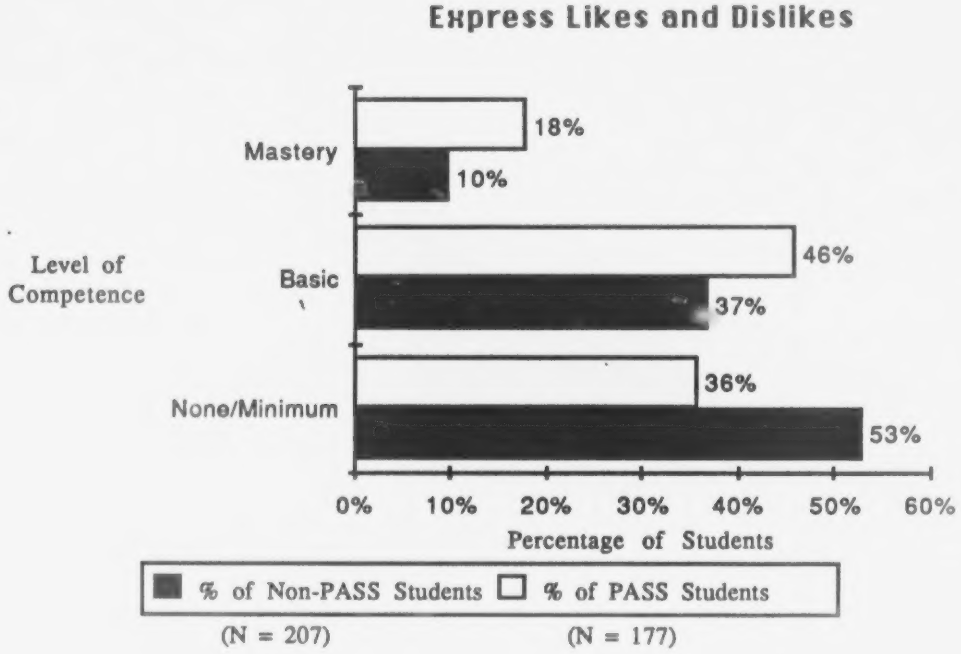
Identify Common Foods

Ask For Help When Having Difficulties

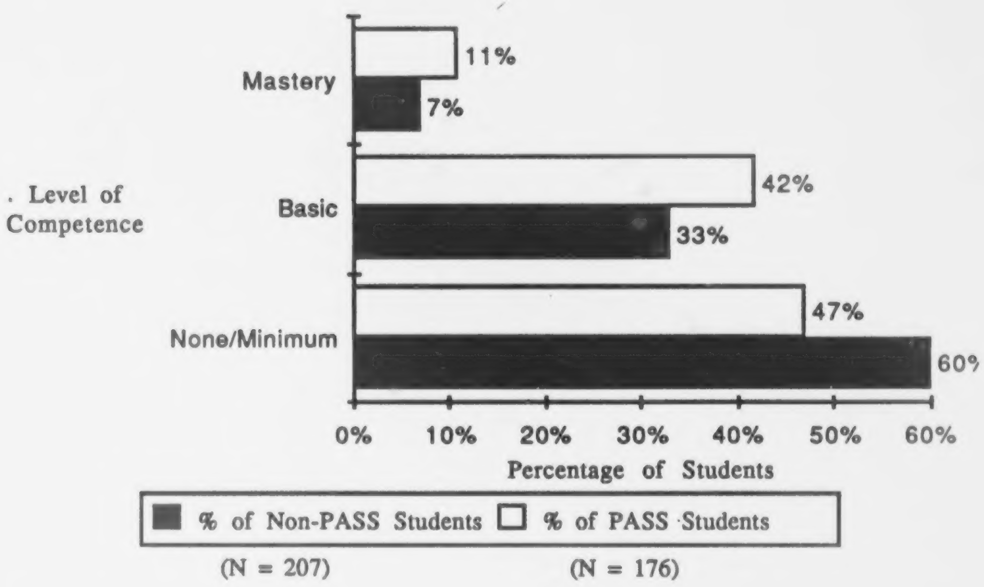




Ask For Permission to Leave Classroom

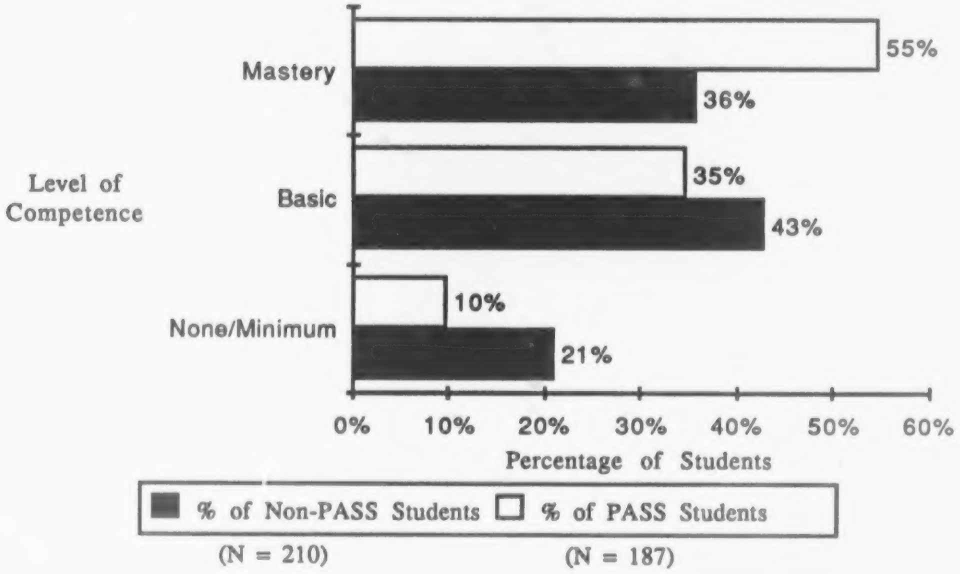

Express Likes and Dislikes
Level of Competence
Mastery
Basic
None/Minimum
18%
10%
46%
37%
36%
53%
0%
10%
20%
30%
40%
50%
60%
Percentage of Students
■ % of Non-PASS Students
□ % of PASS Students
(N = 207)
(N = 177)

Report a Problem or Concern

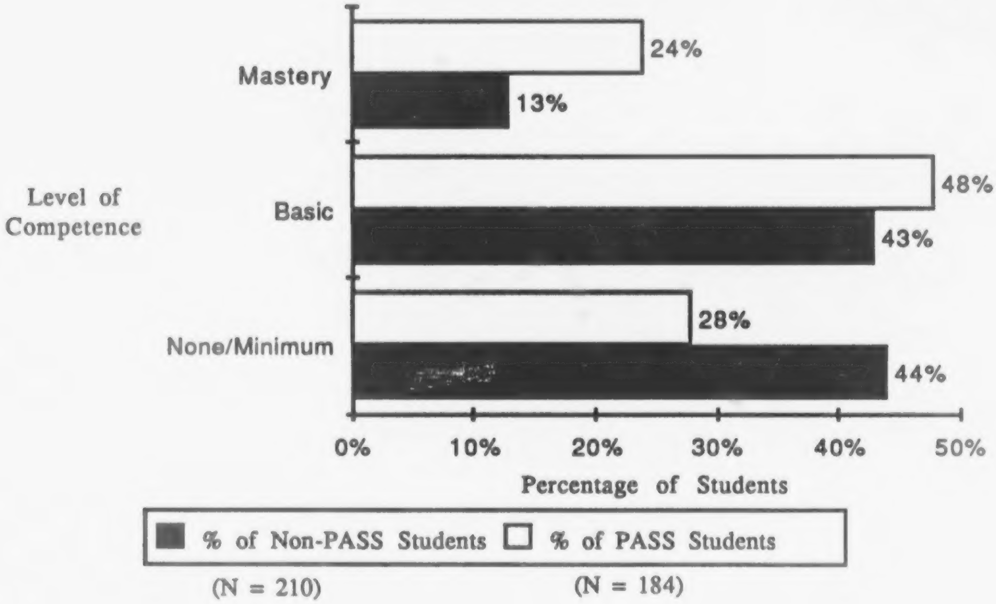


English Literacy Development

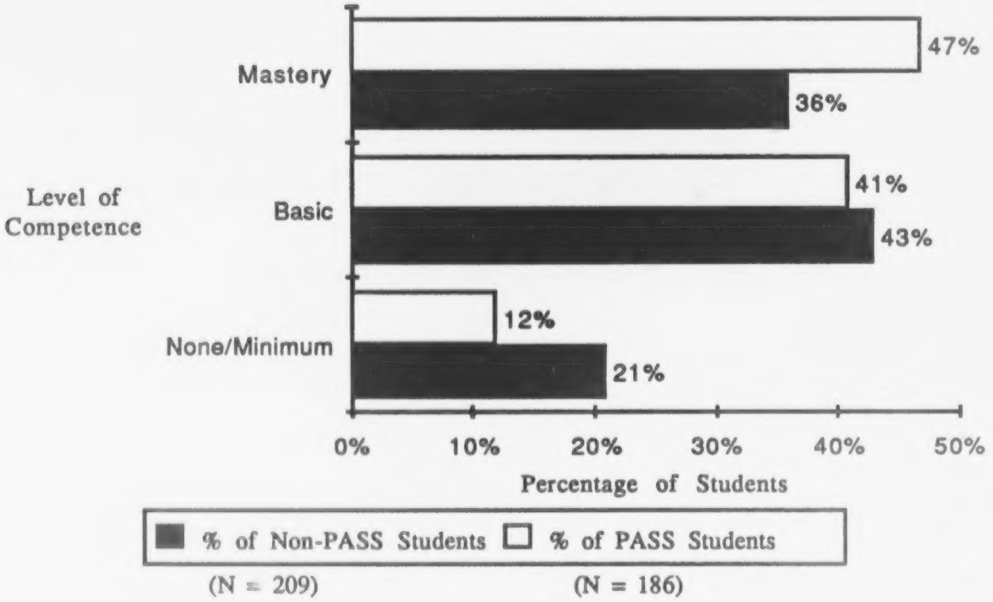
Sequence Letters of the Alphabet



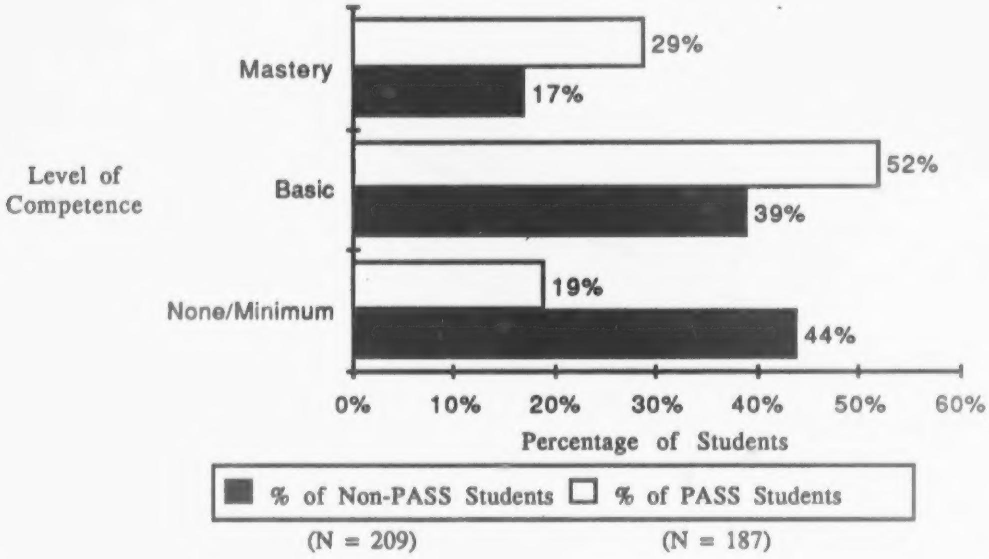
Make Sound/Symbol Correspondence

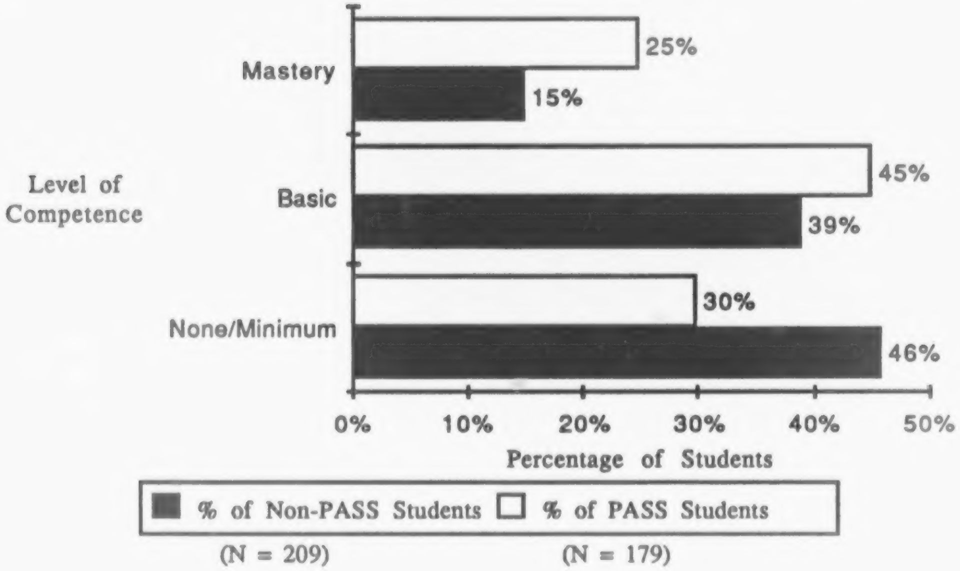


Print Upper/Lower Case Letters



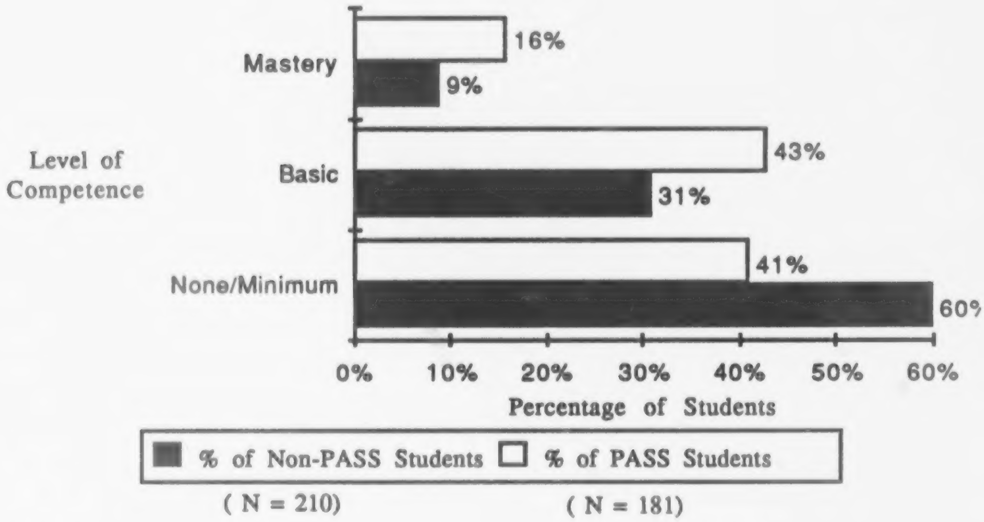
Read Basic Sight Words

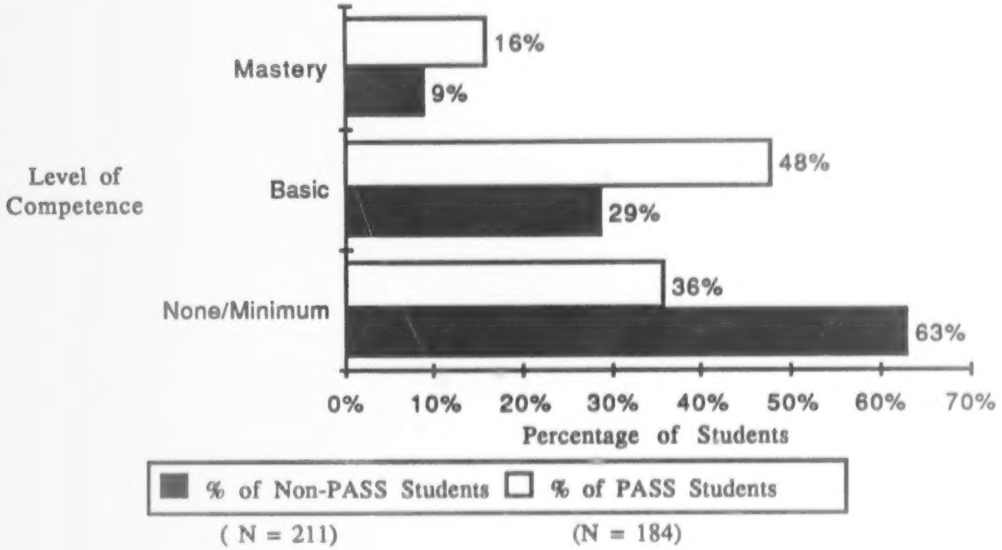




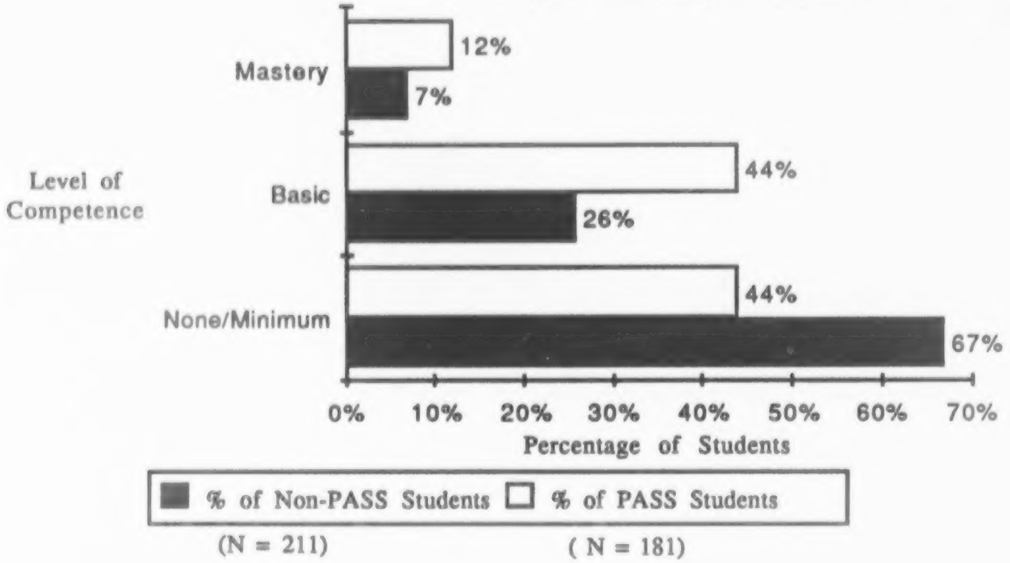
Spell Words in Own Reading Vocabulary

Use Appropriate Capitalization/Punctuation

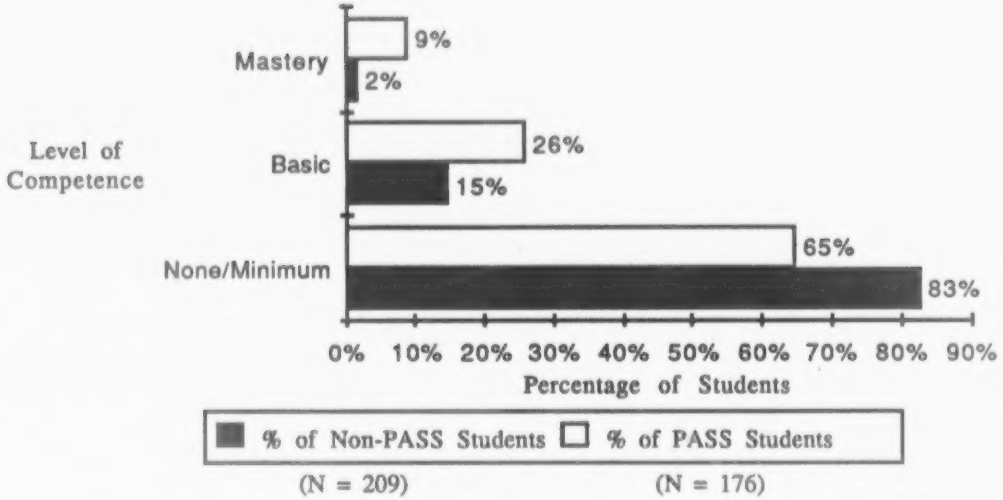




Respond to Oral Questions About a Simple Reading Selection

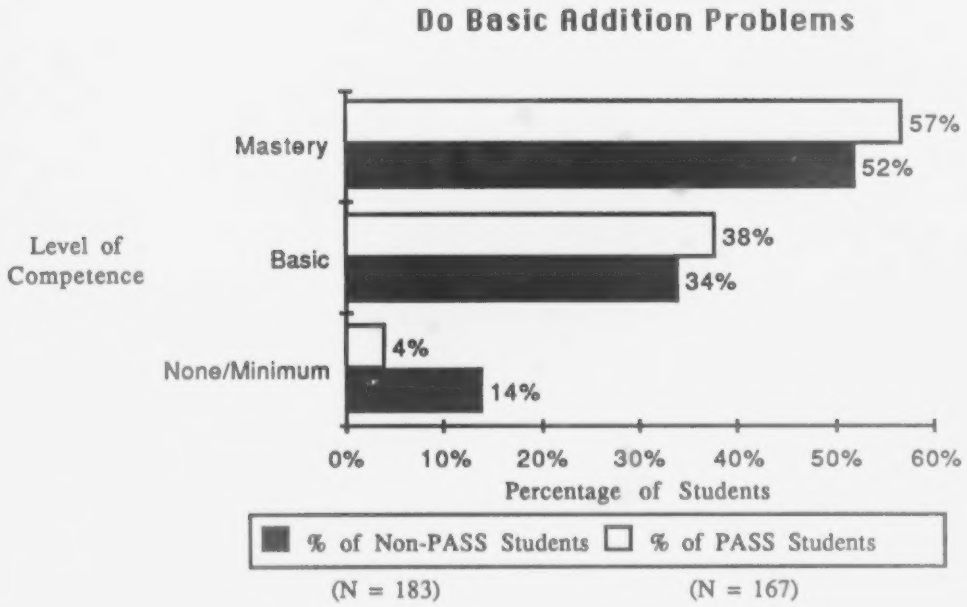


Respond to Written Questions About a Simple Reading Selection

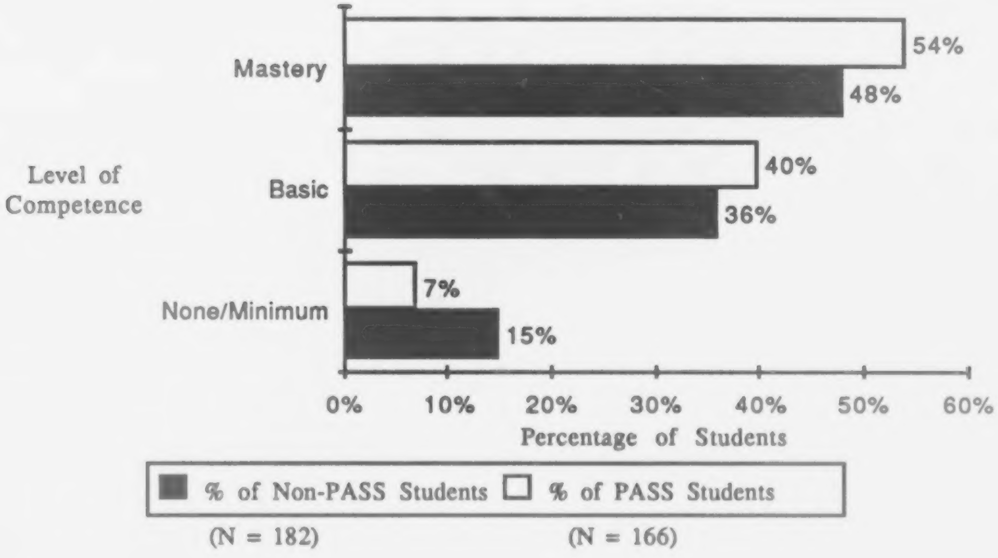


Write a Simple Paragraph

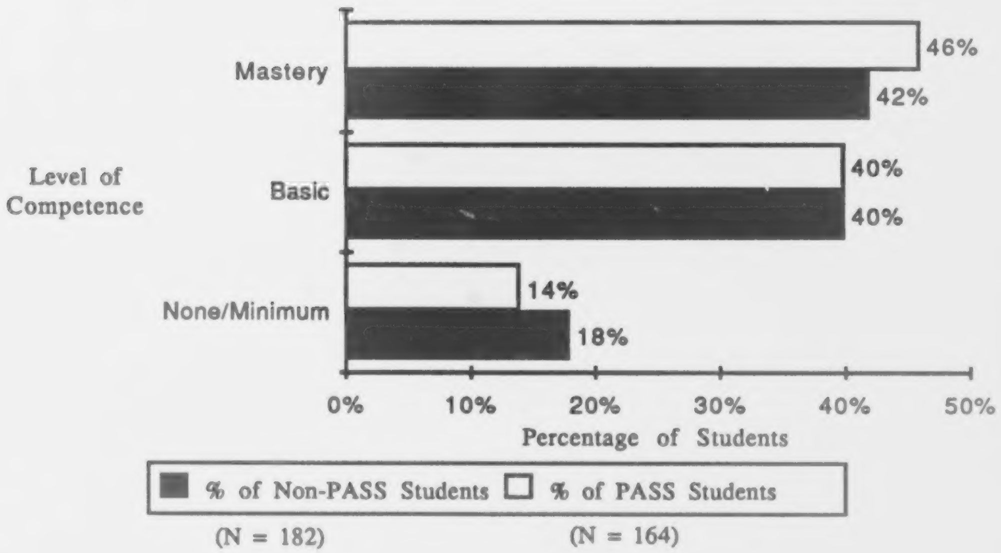
Computational Skills Development

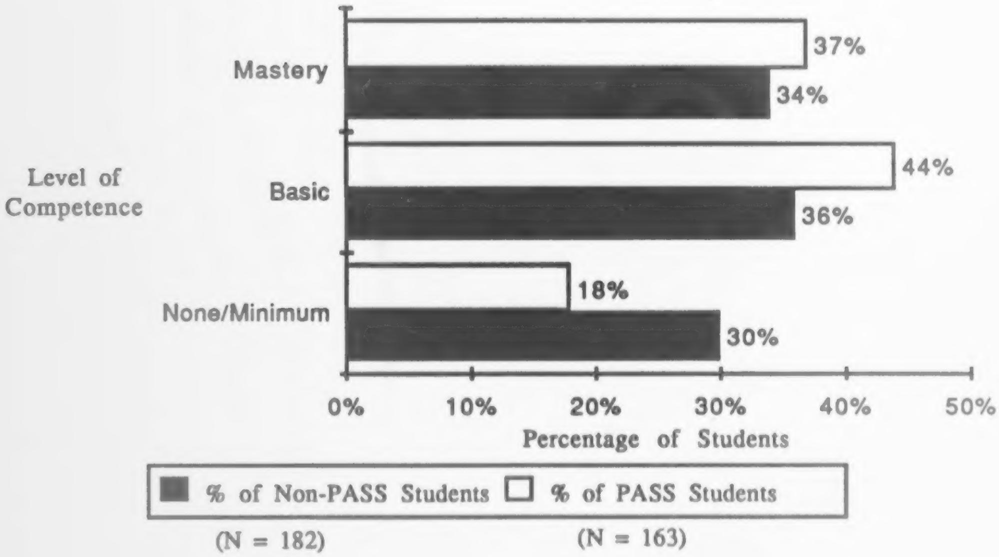

Do Basic Addition Problems
Level of Competence
Mastery
57%
52%
Basic
38%
34%
None/Minimum
4%
14%
0%
10%
20%
30%
40%
50%
60%
Percentage of Students
■ % of Non-PASS Students
☐ % of PASS Students
(N = 183)
(N = 167)

Do Basic Subtraction Problems



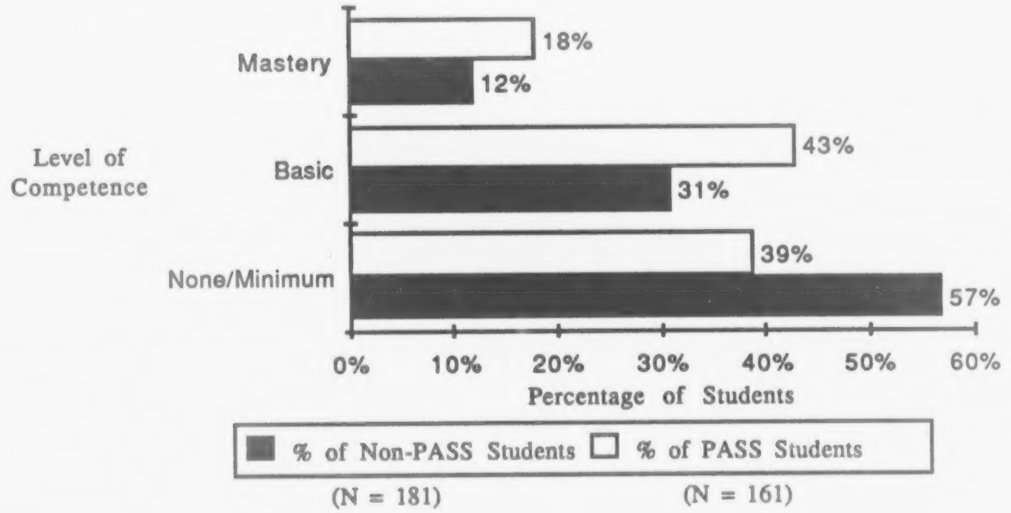
Do Basic Multiplication Problems

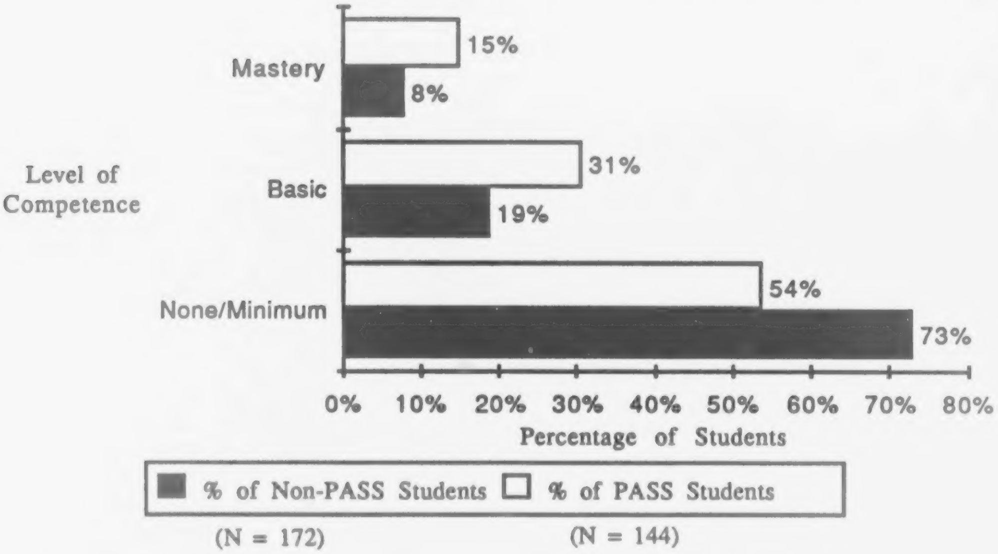




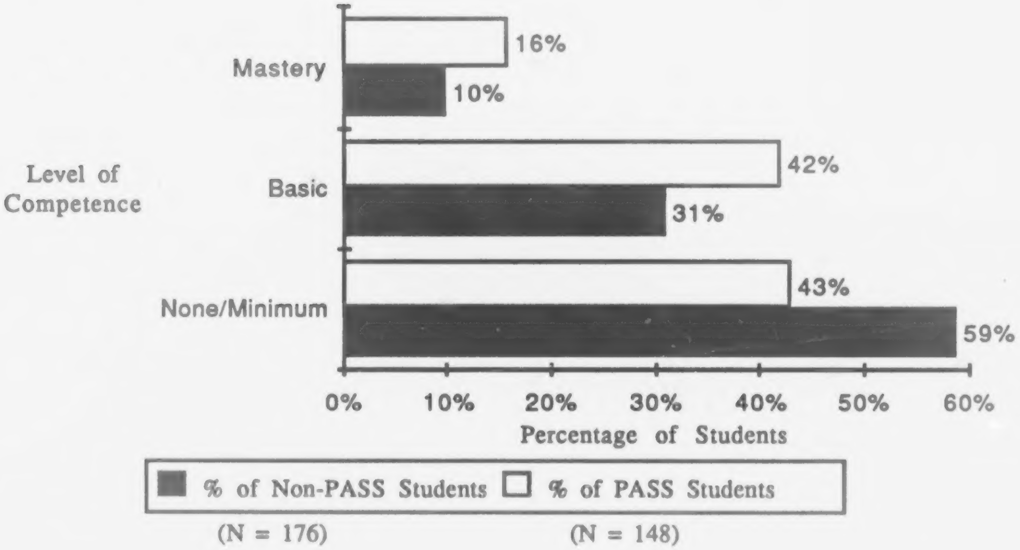
Do Basic Division Problems

Read/Understand Basic Math Terms

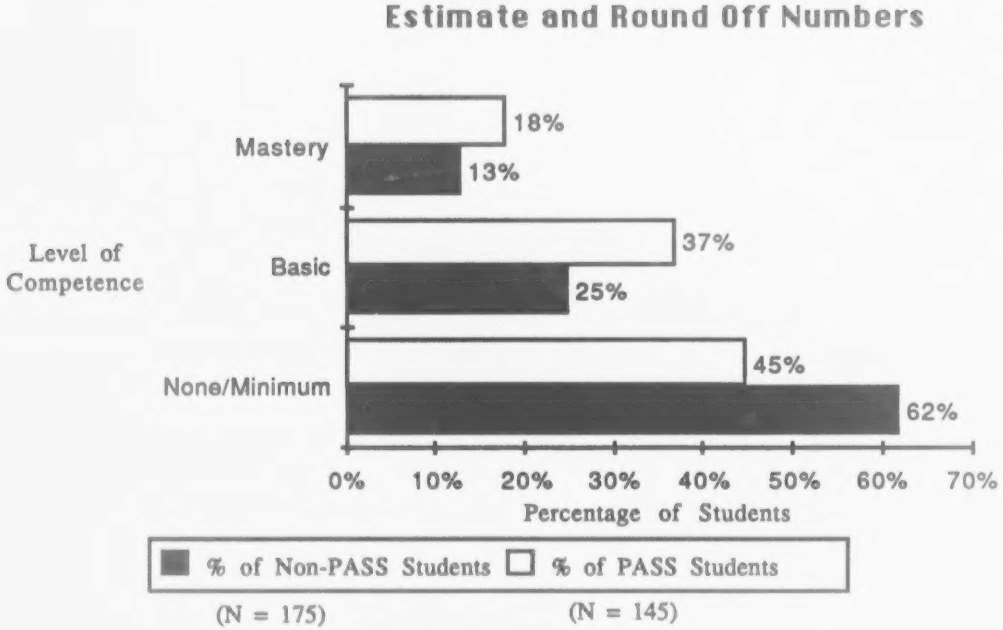


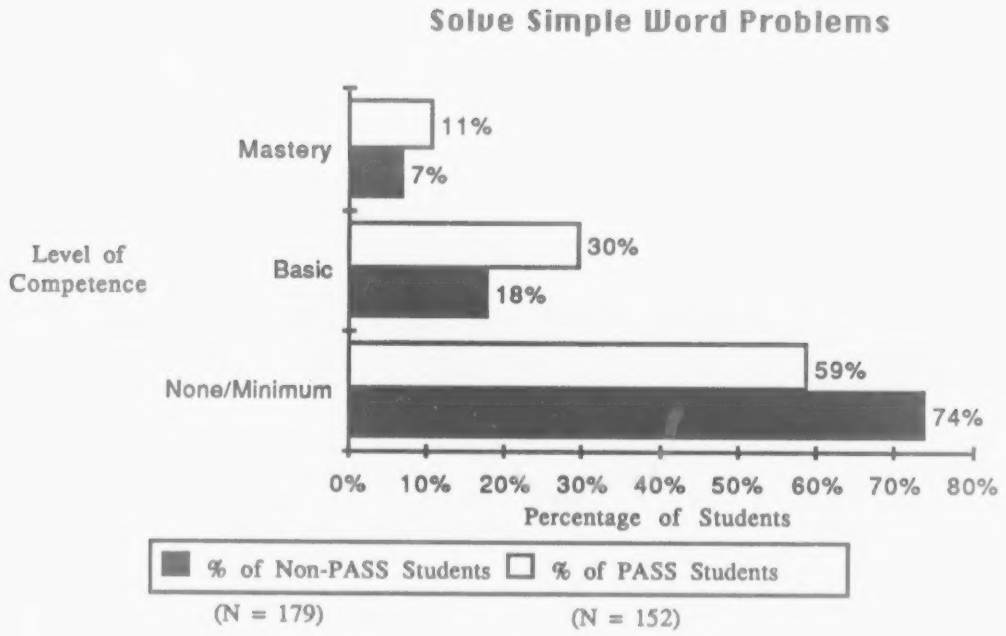


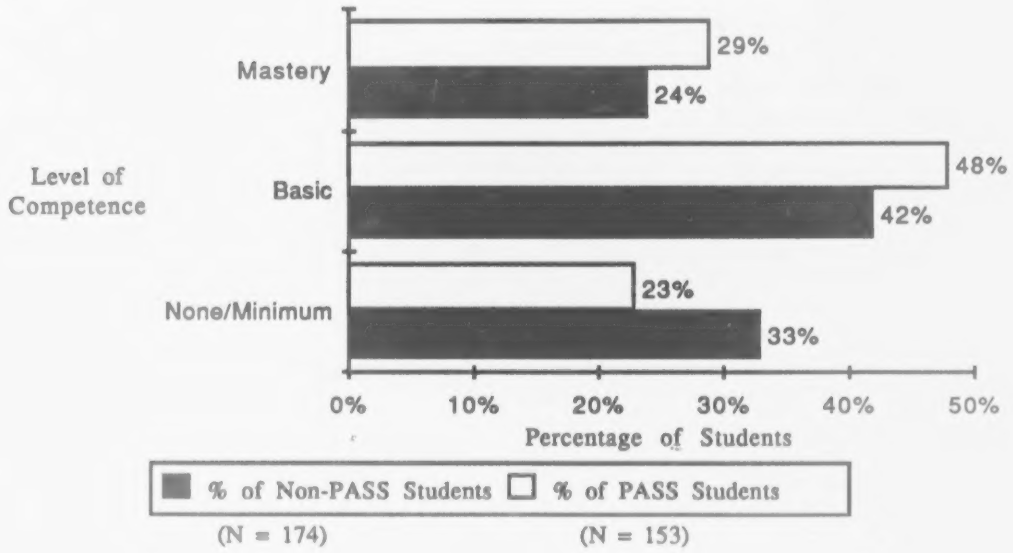
Read Simple Graphs and Charts



Make Simple Measurements


Estimate and Round Off Numbers
Level of Competence
Mastery
18%
13%
Basic
37%
25%
None/Minimum
45%
62%
0%
10%
20%
30%
40%
50%
60%
70%
Percentage of Students
% of Non-PASS Students
(N = 175)
% of PASS Students
(N = 145)

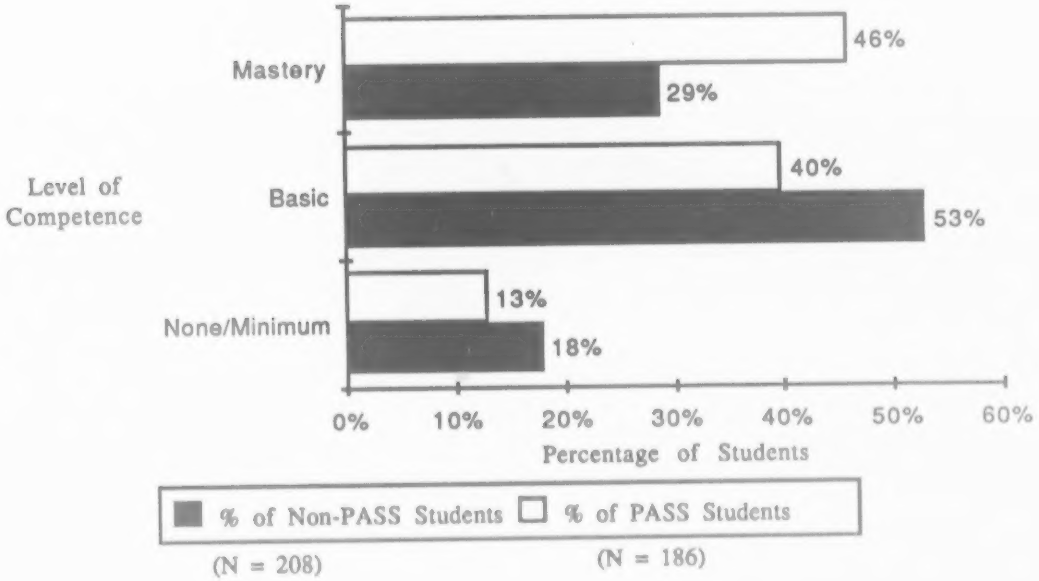

Solve Simple Word Problems
Level of Competence
Mastery
11%
7%
Basic
30%
18%
None/Minimum
59%
74%
0%
10%
20%
30%
40%
50%
60%
70%
80%
Percentage of Students
■ % of Non-PASS Students
☐ % of PASS Students
(N = 179)
(N = 152)

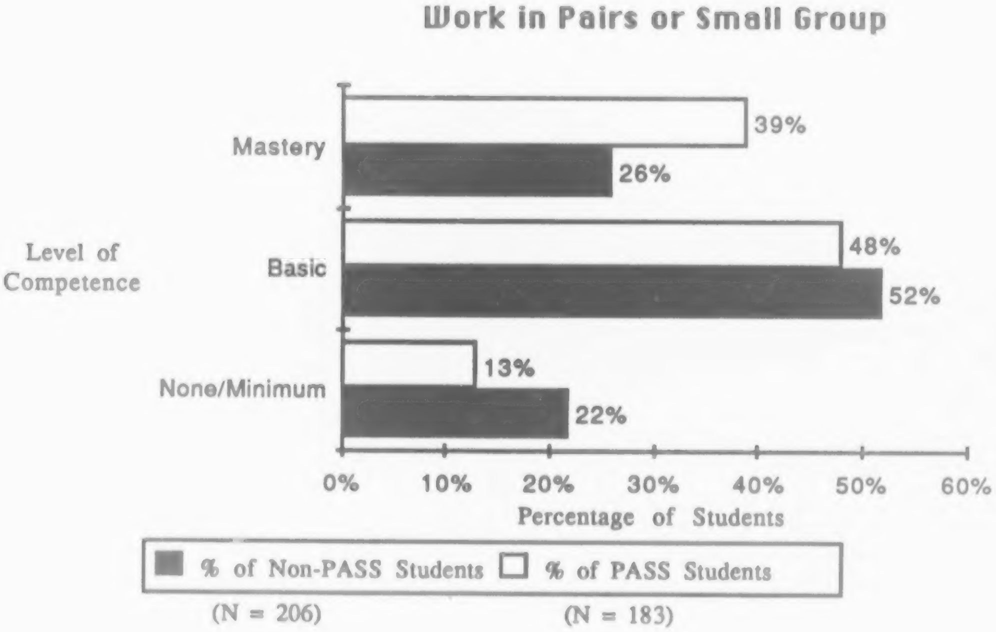


Use American Money

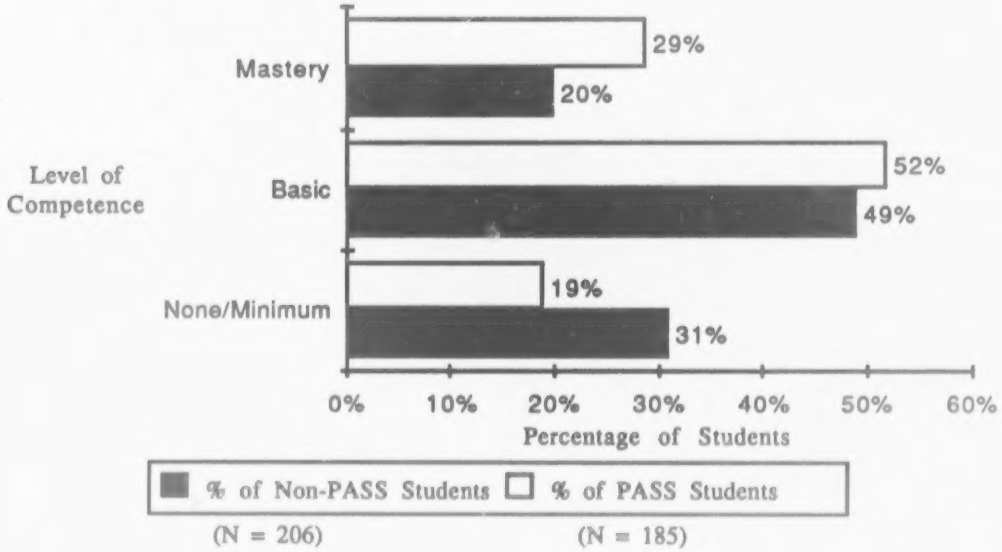
School/Study Skills Development

Work Independently at Seat

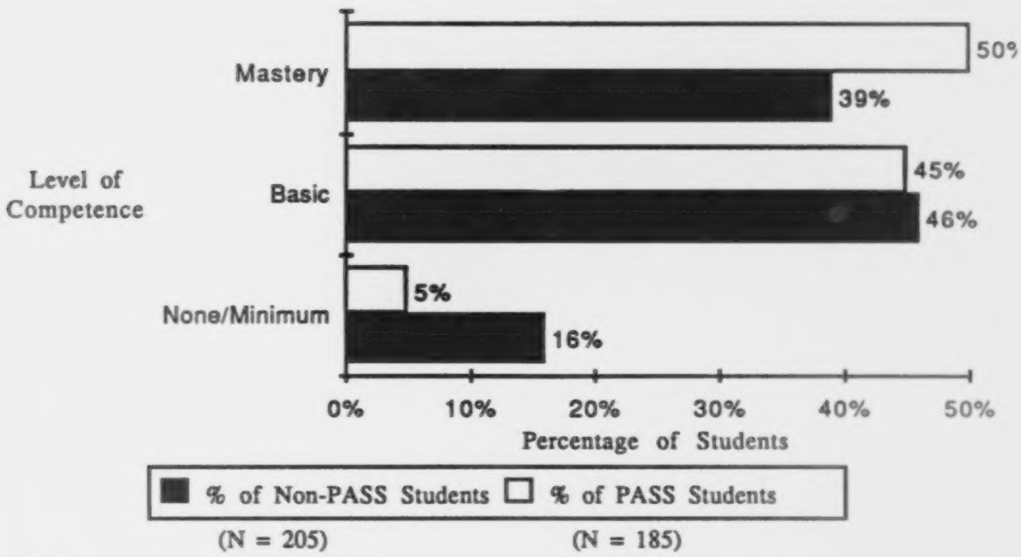



Work in Pairs or Small Group
Level of Competence
Mastery
39%
26%
Basic
48%
52%
None/Minimum
13%
22%
0%
10%
20%
30%
40%
50%
60%
Percentage of Students
■ % of Non-PASS Students
☐ % of PASS Students
(N = 206)
(N = 183)

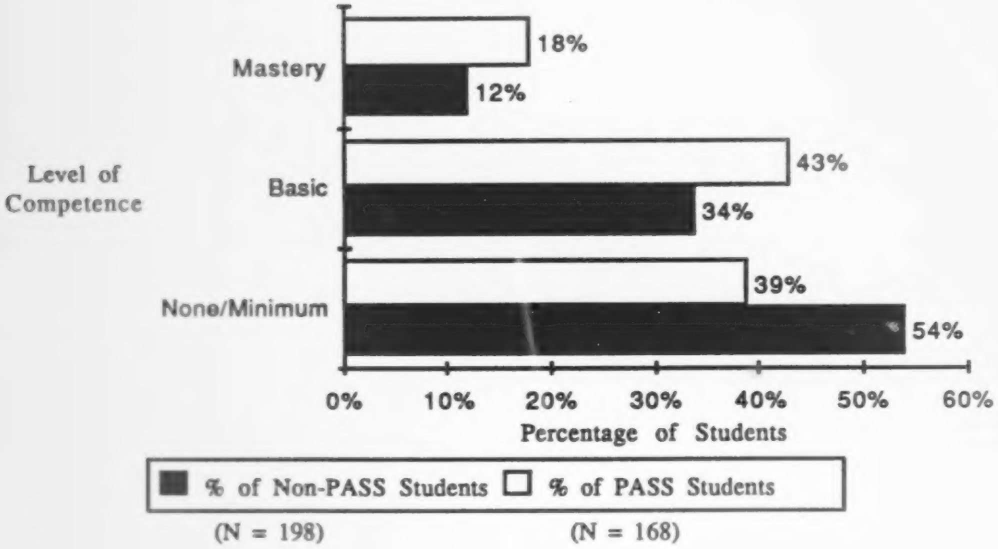
Participate in Class Activities



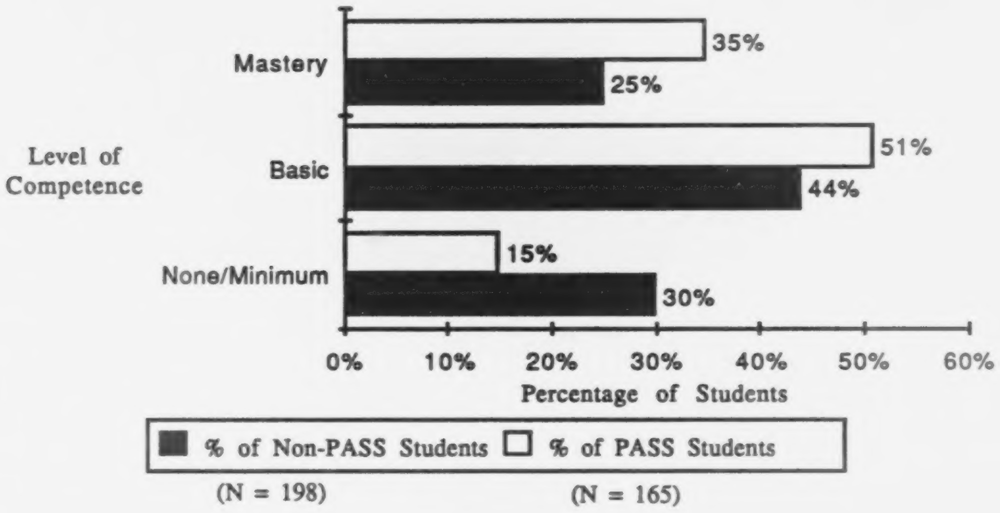
Follow a Class Schedule



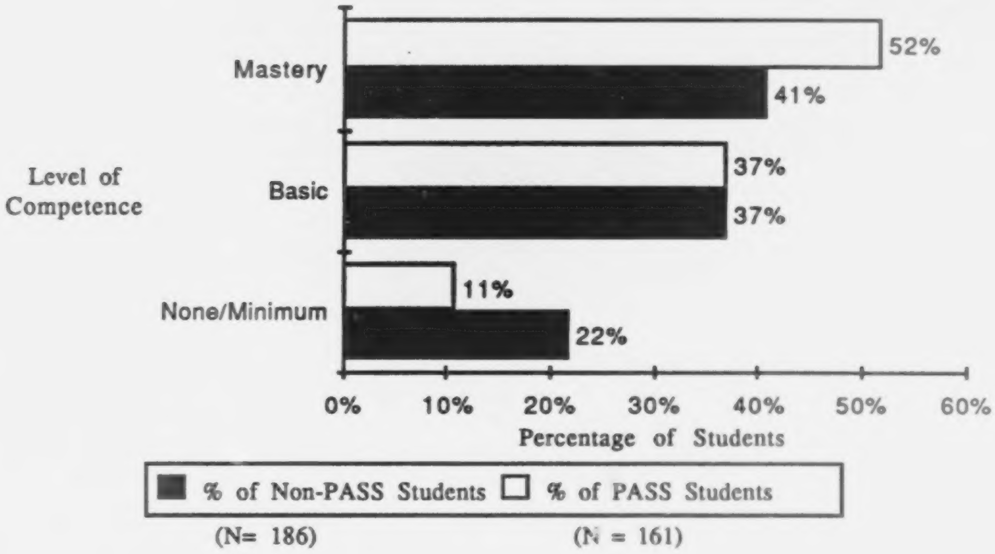
Complete Simple Biodata Forms

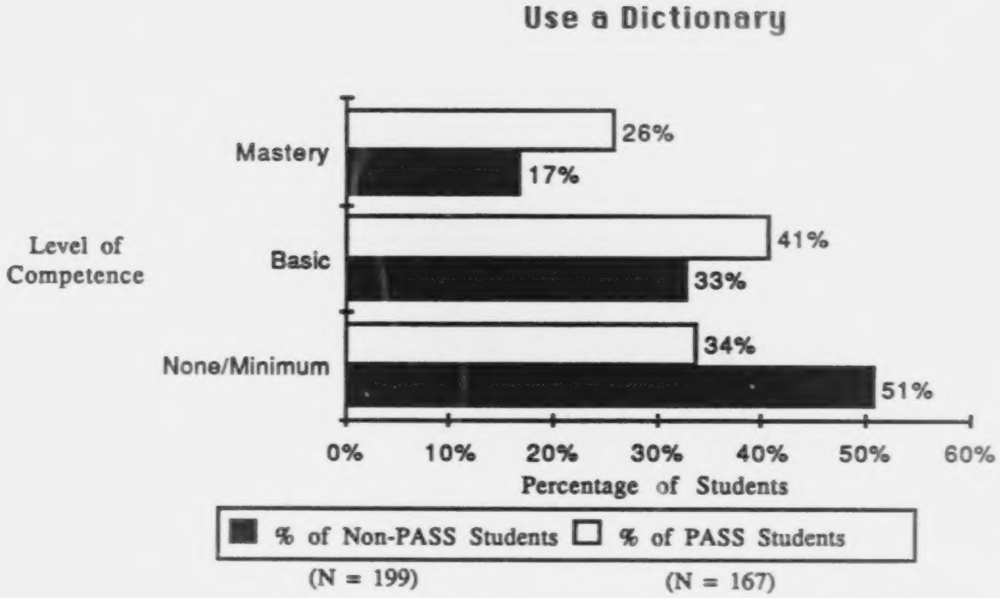


Return Required Forms with Parent Signature

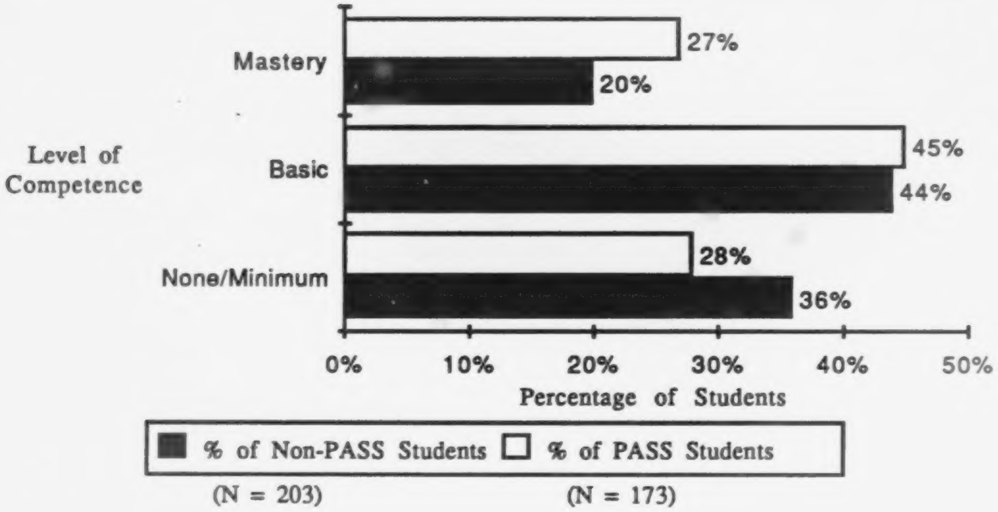


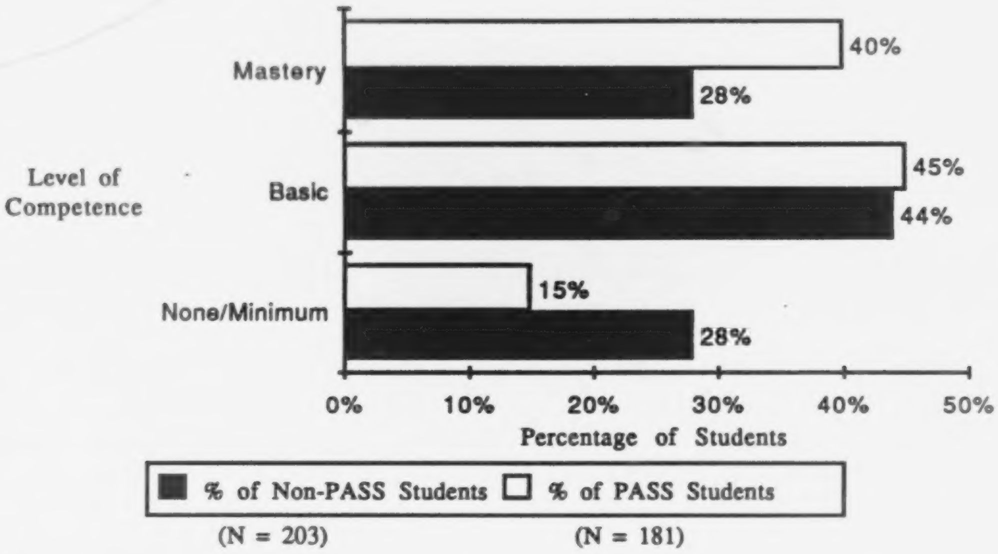
Open and Use a School Locker




Use a Dictionary
Level of Competence
Mastery
26%
17%
Basic
41%
33%
None/Minimum
34%
51%
0%
10%
20%
30%
40%
50%
60%
Percentage of Students
% of Non-PASS Students
(N = 199)
% of PASS Students
(N = 167)

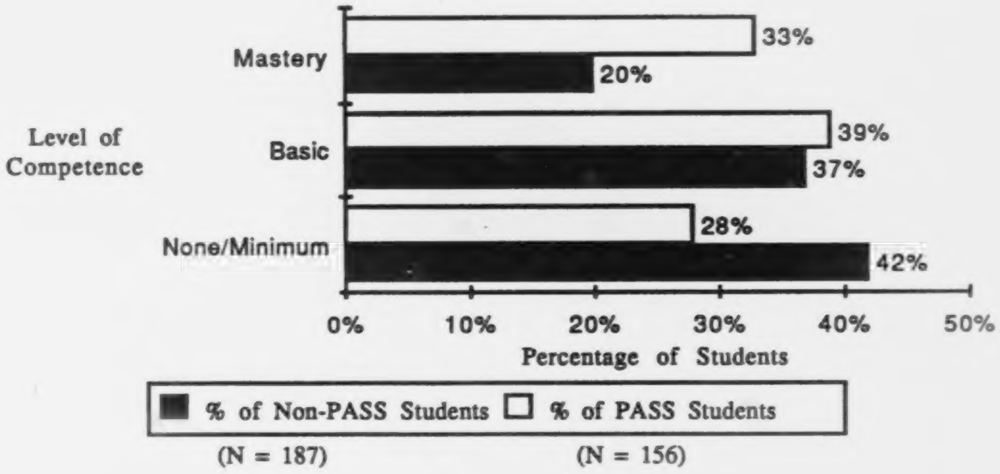
Organize and Maintain a Notebook



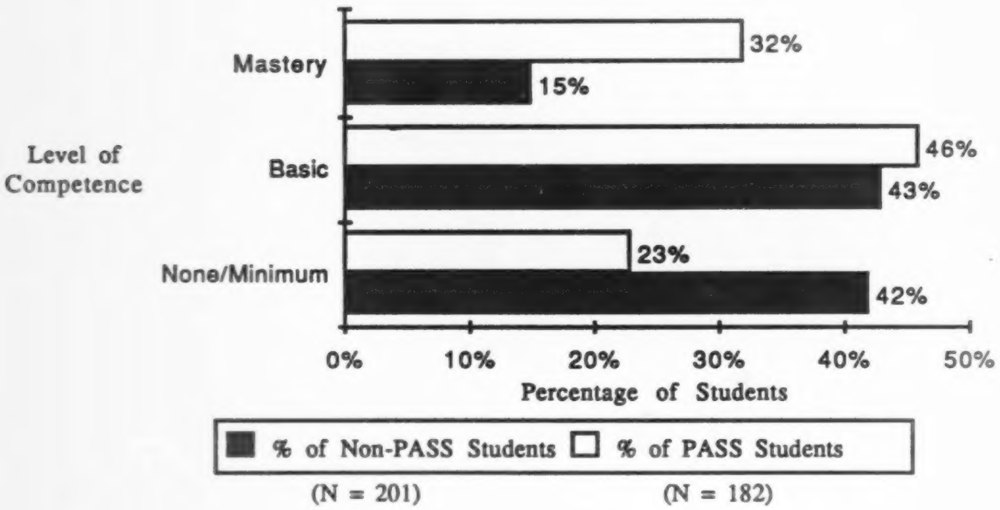


Complete Homework Assignments

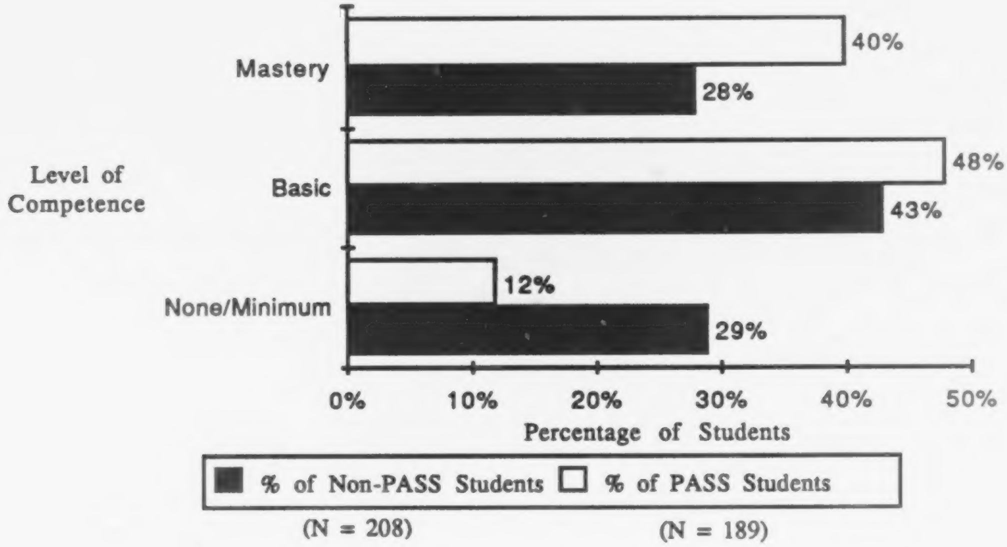
Complete Make-up Assignments Following Absence



Take Quizzes and Tests

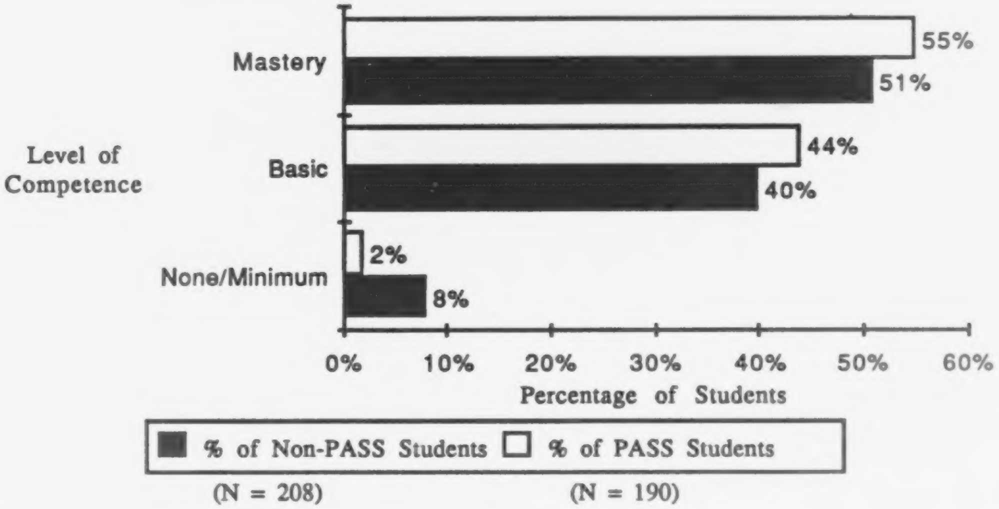


Cultural Orientation

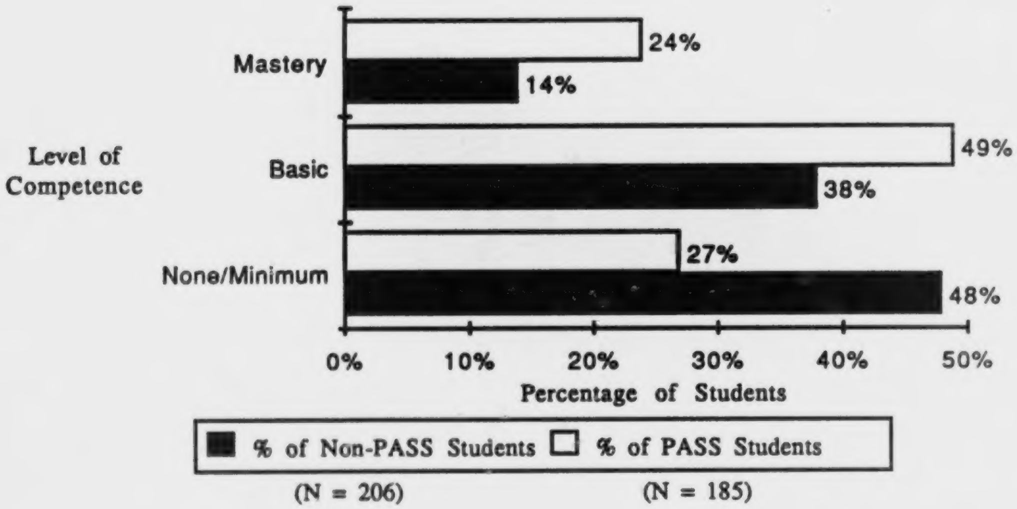


Addresses School Personnel Appropriately

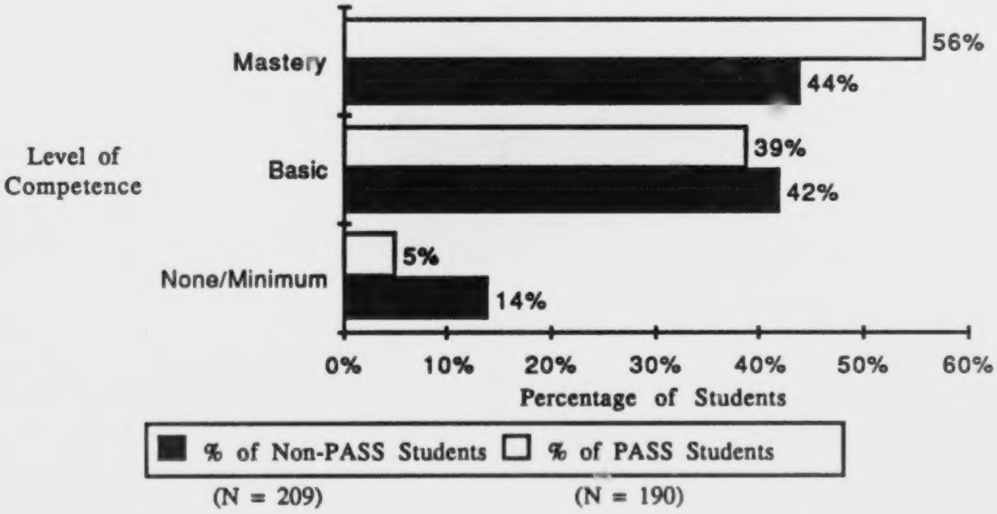
Dresses Appropriately for School and School-Related Events



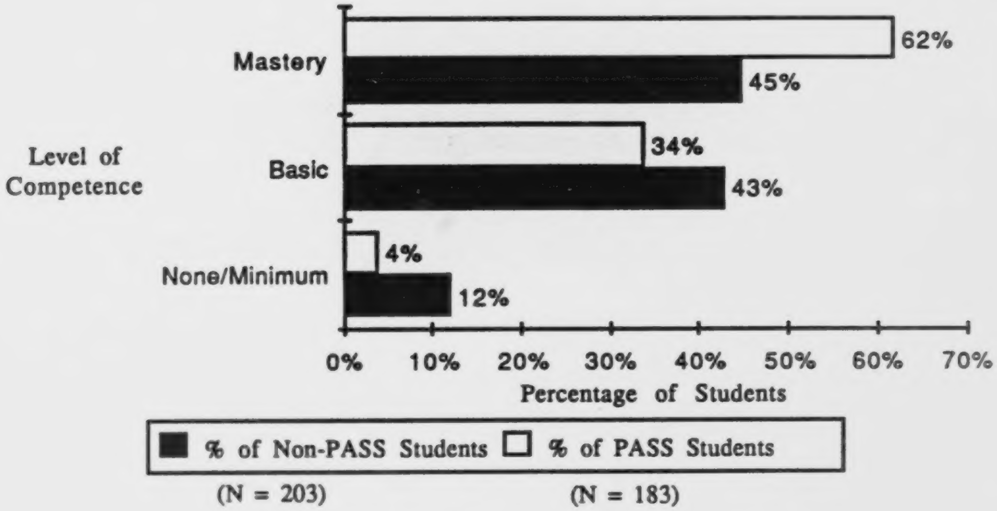
Interacts with Other Ethnic Groups



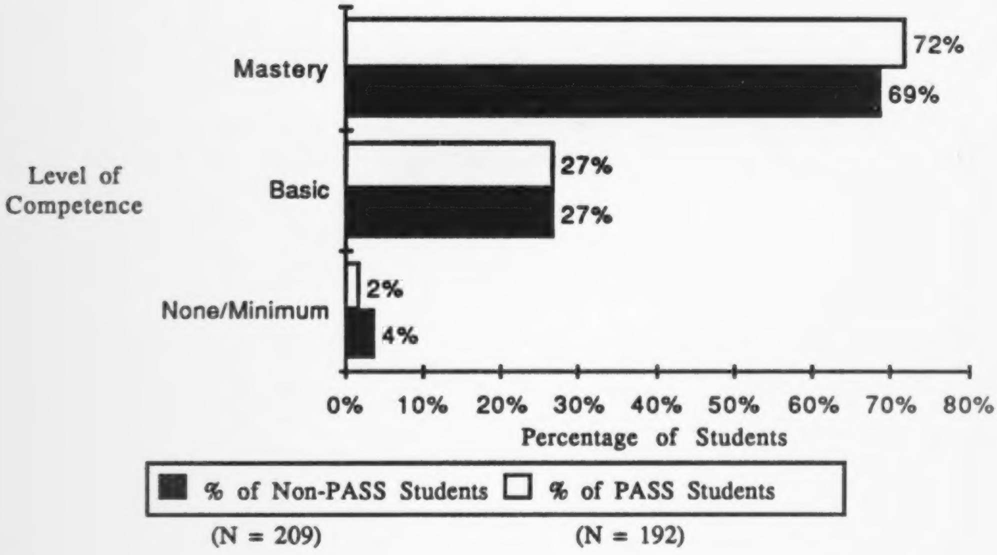
Demonstrates Appropriate Classroom Behavior

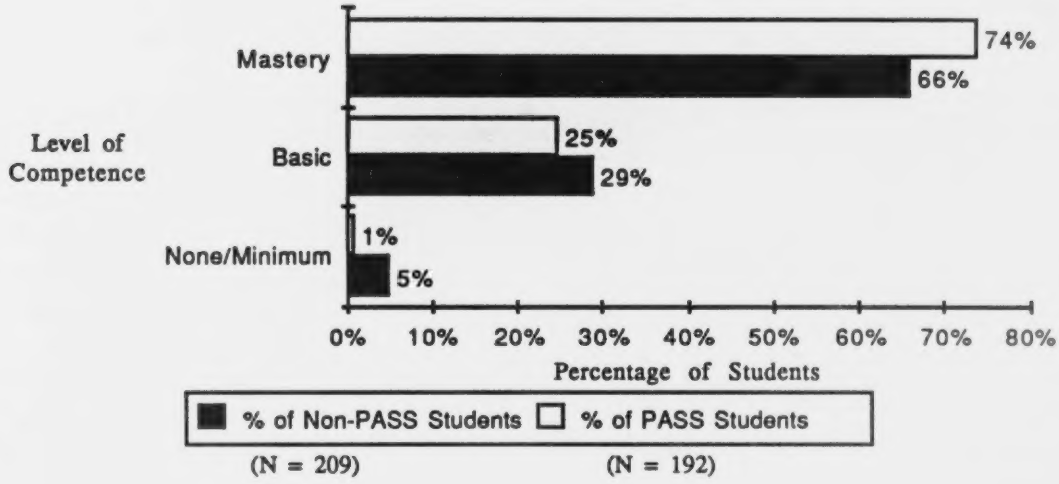


Demonstrates Appropriate Behavior in Halls and Other Non-Classroom Locations



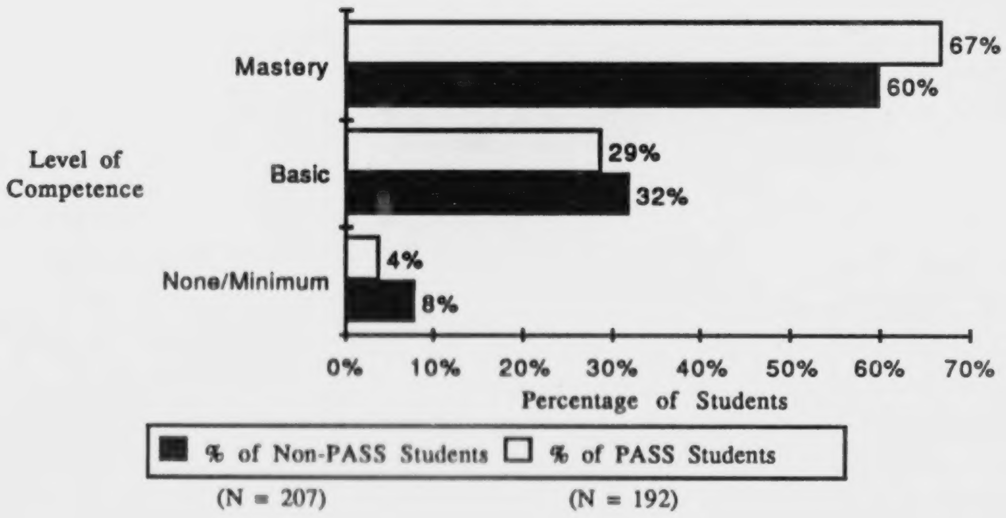
Attends Class Regularly



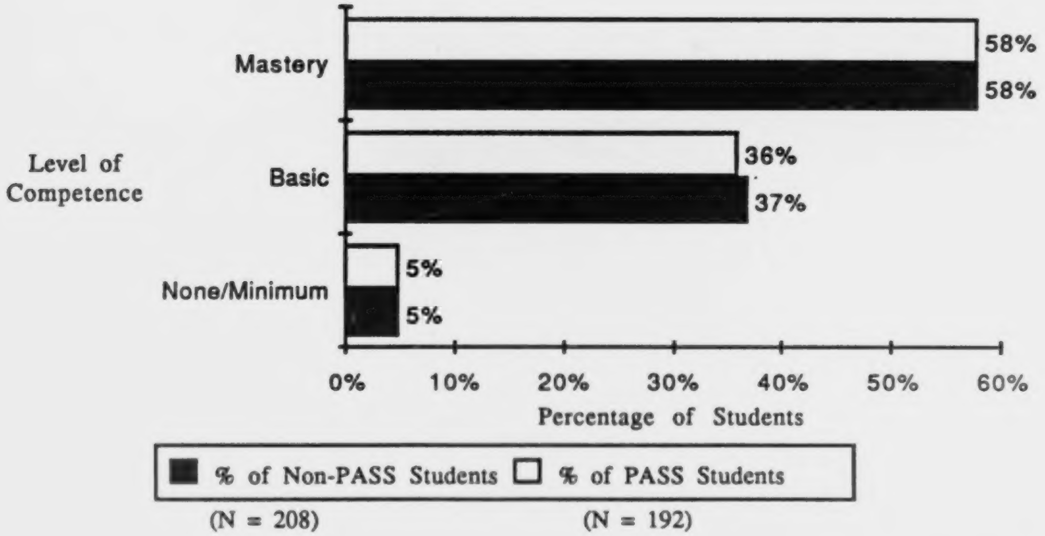


Arrives at Class Punctually

Arrives at Class with Appropriate Books and Materials



Demonstrates Good Personal Grooming Habits



Section Two:
Differential Tables

PASS (Overall) vs. Non-PASS (Overall)

PASS N = 258
Non-PASS N = 231

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
Aural/Oral English Proficiency				
a) Respond to Greetings	-57%	-4%	+57%	+15%
b) Class Instructions	-45%	+6%	+61%	+20%
c) Background Info.	-30%	+29%	+63%	+35%
d) Lack of Understanding	-36%	+11%	+92%	+28%
e) Ask for Clarification	-22%	+19%	+70%	+31%
f) Tell Time	-45%	+21%	+43%	+30%
g) Classroom Objects	-38%	-4%	+59%	+15%
h) Common Foods	-37%	+18%	+77%	+5%
i) Ask for Help	-29%	+10%	+85%	+29%
j) Ask for Permission	-35%	+13%	+36%	+21%
k) Likes and Dislikes	-32%	+24%	+80%	+36%
l) Report a Problem	-22%	+27%	+57%	+33%
AVERAGE	**-36%**	**+14%**	**+65%**	**+25%**
English Literacy Development				
a) Sequence Alphabet	-52%	-19%	+53%	+14%
b) Sound/Symbol Match	-36%	+12%	+85%	+29%
c) Print Letters	-43%	-5%	+31%	+11%
d) Read Sight Words	-57%	+33%	+71%	+45%
e) Reading Vocab. Words	-35%	+15%	+67%	+30%
f) Use Punctuation	-32%	+39%	+78%	+48%
g) Respond to Oral Q's	-43%	+66%	+78%	+68%
h) Respond to Written Q's	-34%	+69%	+71%	+70%
i) Write Simple Paragraph	-22%	+73%	+350%	+106%
AVERAGE	**-39%**	**+31%**	**+98%**	**+47%**
Computational Skills Development				
a) Addition	-71%	+12%	+10%	+10%
b) Subtraction	-53%	+11%	+13%	+12%
c) Multiplication	-22%	0%	+10%	+5%
d) Division	-40%	+22%	+9%	+16%
e) Basic Math Terms	-32%	+39%	+50%	+42%
f) Read Graphs/Charts	-26%	+63%	+88%	+70%
g) Make Measurements	-27%	+35%	+60%	+41%
h) Estimate/Round Off	-27%	+48%	+38%	+45%
i) Solve Word Problems	-20%	+67%	+57%	+64%
j) Use U.S. Money	-30%	+14%	+21%	+17%
AVERAGE	**-35%**	**+31%**	**+36%**	**+32%**

PASS (Overall) vs. Non-PASS (Overall)
(continued)

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
School/Study Skills Development				
a) Work Independently	-28%	-25%	+59%	+5%
b) Work in Small Groups	-41%	-8%	+50%	+12%
c) Class Activities	-39%	+6%	+45%	+17%
d) Follow Class Schedule	-69%	-2%	+28%	+12%
e) Complete Biodata Form	-28%	+26%	+50%	+33%
f) Get Parent's Signature	-50%	+16%	+40%	+25%
g) Use School Locker	-50%	0%	+27%	+14%
h) Use a Dictionary	-33%	+24%	+53%	+34%
i) Maintain a Notebook	-22%	+2%	+35%	+13%
j) Complete Homework	-46%	+2%	+43%	+18%
k) Do Make-up Work	-33%	+5%	+65%	+26%
l) Take Quizzes/Tests	-45%	+7%	+113%	+34%
AVERAGE	**-40%**	**+4%**	**+51%**	**+20%**
Cultural Orientation				
a) Address Teachers	-59%	+12%	+43%	+24%
b) School Dress	-75%	+10%	+8%	+9%
c) Other Ethnic Groups	-44%	+29%	+71%	+40%
d) Classroom Behavior	-64%	-7%	+27%	+10%
e) Non-Class Behavior	-67%	-21%	+38%	+9%
f) Class Attendance	-50%	0%	+4%	+3%
g) Class Punctuality	-80%	-14%	+12%	+4%
h) Bring Books/Materials	-50%	-9%	+12%	+4%
i) Grooming Habits	0%	-3%	0%	0%
AVERAGE	**-54%**	**0%**	**+24%**	**+11%**

PASS with No Previous Education
vs.
Non-PASS with No Previous Education

PASS N = 18
Non-PASS N = 14

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
Aural/Oral English Proficiency				
a) Respond to Greetings	-24%	-42%	+214%	+8%
b) Class Instructions	-22%	-12%	+214%	+13%
c) Background Info.	-62%	+257%	NA*	+379%
d) Lack of Understanding	-45%	-24%	NA*	+110%
e) Ask for Clarification	-37%	+5%	NA*	+138%
f) Tell Time	-49%	-33%	NA*	+63%
g) Classroom Objects	-51%	-8%	+457%	+67%
h) Common Foods	-51%	+21%	NA*	+121%
i) Ask for Help	-23%	-49%	NA*	+28%
j) Ask for Permission	-22%	-8%	+100%	+22%
k) Likes and Dislikes	-51%	+214%	+143%	+190%
l) Report a Problem	-29%	+57%	NA*	+110%
AVERAGE	**-39%**	**+32%**	**+226%**	**+104%**
English Literacy Development				
a) Sequence Alphabet	-50%	-72%	+238%	+30%
b) Sound/Symbol Match	-38%	+57%	+214%	+96%
c) Print Letters	-53%	-49%	+190%	+30%
d) Read Sight Words	-59%	+43%	+388%	+132%
e) Reading Vocab. Words	-61%	+86%	+371%	+157%
f) Use Punctuation	-49%	+214%	NA*	+293%
g) Respond to Oral Q's	-70%	+857%	NA*	+943%
h) Respond to Written Q's	-58%	+190%	NA*	+219%
i) Write Simple Paragraph	-16%	+57%	NA*	+100%
AVERAGE	**-50%**	**+154%**	**+280%**	**+222%**
Computational Skills Development				
a) Addition	-17%	-39%	+37%	+6%
b) Subtraction	+9%	-50%	+47%	-1%
c) Multiplication	+9%	-59%	+81%	-3%
d) Division	-54%	0%	+375%	+65%
e) Basic Math Terms	-51%	+273%	-25%	+170%
f) Read Graphs/Charts	-39%	+213%	-12%	+135%
g) Make Measurements	-48%	+104%	NA*	+161%
h) Estimate/Round Off	-48%	+300%	-100%	+161%
i) Solve Word Problems	-29%	+167%	NA*	+167%
j) Use U.S. Money	-34%	-46%	NA*	+34%
AVERAGE	**-30%**	**+86%**	**+58%**	**+90%**

PASS with No Previous Education
vs.
Non-PASS with No Previous Education
(continued)

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
School/Study Skills Development				
a) Work Independently	-60%	-74%	+414%	+46%
b) Work in Small Groups	-41%	-42%	+257%	+17%
c) Class Activities	-56%	+22%	NA*	+100%
d) Follow Class Schedule	-66%	-39%	+336%	+66%
e) Complete Biodata Form	-52%	+110%	NA*	+200%
f) Get Parent's Signature	-64%	+9%	+400%	+64%
g) Use School Locker	-62%	-67%	+857%	+164%
h) Use a Dictionary	-49%	+138%	+100%	+129%
i) Maintain a Notebook	-34%	-8%	+136%	+32%
j) Complete Homework	-49%	-8%	+110%	+35%
k) Do Make-up Work	-30%	-23%	NA*	+40%
l) Take Quizzes/Tests	-72%	+214%	+371%	+267%
AVERAGE	**-53%**	**+19%**	**+51%**	**+97%**
Cultural Orientation				
a) Address Teachers	-52%	-45%	+165%	+44%
b) School Dress	-100%	-28%	+76%	+19%
c) Other Ethnic Groups	-68%	+91%	+313%	+148%
d) Classroom Behavior	-100%	-52%	+239%	+45%
e) Non-Class Behavior	-100%	-54%	+400%	+45%
f) Class Attendance	-100%	-81%	+74%	+18%
g) Class Punctuality	-100%	-74%	+74%	+30%
h) Bring Books/Materials	-74%	-45%	+70%	+23%
i) Grooming Habits	-25%	-59%	+89%	+2%
AVERAGE	**-80%**	**-39%**	**+167%**	**+42%**

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*The non-PASS denominator is zero and thus no ratio exists. The NA's are excluded from the average of the column.

PASS with 1-3 Years Previous Education
vs.
Non-PASS with 1-3 Years Previous Education

PASS N = 51
Non-PASS N = 37

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
Aural/Oral English Proficiency				
a) Respond to Greetings	-68%	+50%	+29%	+42%
b) Class Instructions	-51%	+37%	+26%	+33%
c) Background Info.	-23%	+32%	+20%	+30%
d) Lack of Understanding	-43%	+29%	+125%	+45%
e) Ask for Clarification	-16%	+33%	+9%	+26%
f) Tell Time	-66%	+159%	+31%	+105%
g) Classroom Objects	-49%	+12%	+69%	+26%
h) Common Foods	-48%	+58%	+200%	+81%
i) Ask for Help	-33%	+31%	+64%	+39%
j) Ask for Permission	-48%	+82%	+18%	+58%
k) Likes and Dislikes	-43%	+80%	+167%	+97%
l) Report a Problem	-22%	+64%	-12%	+45%
AVERAGE	**-42%**	**+56%**	**+62%**	**+52%**
English Literacy Development				
a) Sequence Alphabet	-79%	+11%	+108%	+48%
b) Sound/Symbol Match	-25%	+21%	+45%	+27%
c) Print Letters	-50%	-9%	+53%	+16%
d) Read Sight Words	-68%	+55%	+340%	+88%
e) Reading Vocab. Words	-32%	+59%	-9%	+42%
f) Use Punctuation	-44%	+104%	+233%	+119%
g) Respond to Oral Q's	-43%	+59%	+300%	+80%
h) Respond to Written Q's	-37%	+116%	+233%	+132%
i) Write Simple Paragraph	-26%	+175%	NA*	+300%
AVERAGE	**-45%**	**+66%**	**+163%**	**+95%**
Computational Skills Development				
a) Addition	-81%	+10%	+36%	+23%
b) Subtraction	-59%	+7%	+32%	+18%
c) Multiplication	-29%	-5%	+32%	+11%
d) Division	-36%	+54%	0%	+27%
e) Basic Math Terms	-35%	+34%	NA*	+86%
f) Read Graphs/Charts	-16%	-6%	NA*	+76%
g) Make Measurements	-7%	+61%	+233%	+81%
h) Estimate/Round Off	-34%	+70%	+400%	+113%
i) Solve Word Problems	-18%	+69%	NA*	+123%
j) Use U.S. Money	-42%	+74%	-29%	+27%
AVERAGE	**-36%**	**+37%**	**+101%**	**+59%**

PASS with 1-3 Years Previous Education
vs.
Non-PASS with 1-3 Years Previous Education
(continued)

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
School/Study Skills Development				
a) Work Independently	-29%	-8%	+68%	+13%
b) Work in Small Groups	-56%	+40%	+13%	+30%
c) Class Activities	-57%	+84%	-4%	+46%
d) Follow Class Schedule	-92%	+14%	+50%	+29%
e) Complete Biodata Form	-24%	+19%	+80%	+33%
f) Get Parent's Signature	-60%	+49%	+35%	+43%
g) Use School Locker	-68%	+39%	+32%	+35%
h) Use a Dictionary	-52%	+100%	+567%	+156%
i) Maintain a Notebook	-48%	+52%	+150%	+71%
j) Complete Homework	-71%	+55%	+90%	+69%
k) Do Make-up Work	-53%	+89%	+143%	+113%
l) Take Quizzes/Tests	-55%	+66%	+56%	+62%
AVERAGE	**-55%**	**+50%**	**+107%**	**+58%**
Cultural Orientation				
a) Address Teachers	-76%	+96%	+50%	+76%
b) School Dress	-100%	-27%	+64%	+9%
c) Other Ethnic Groups	-37%	+58%	+14%	+44%
d) Classroom Behavior	-83%	+21%	+32%	+26%
e) Non-Class Behavior	-80%	-19%	+65%	+20%
f) Class Attendance	-75%	+3%	+10%	+8%
g) Class Punctuality	-100%	-23%	+28%	+9%
h) Bring Books/Materials	-53%	-8%	+26%	+11%
i) Grooming Habits	0%	0%	0%	0%
AVERAGE	**-67%**	**+11%**	**+32%**	**+23%**

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*The non-PASS denominator is zero and thus no ratio exists. The NA's are excluded from the average of the column.

PASS with 4+ Years Previous Education
vs.
Non-PASS with 4+ Years Previous Education

PASS N = 60
Non-PASS N = 92

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
Aural/Oral English Proficiency				
a) Respond to Greetings	-9%	-23%	+54%	+1%
b) Class Instructions	-37%	-10%	+54%	+11%
c) Background Info.	-21%	+2%	+54%	+14%
d) Lack of Understanding	+4%	-11%	+35%	0%
e) Ask for Clarification	-10%	0%	+38%	+10%
f) Tell Time	-24%	-3%	+19%	+8%
g) Classroom Objects	-10%	-13%	+21%	+1%
h) Common Foods	+6%	-19%	+38%	-1%
i) Ask for Help	-26%	+5%	+44%	+17%
j) Ask for Permission	-17%	-2%	+21%	+7%
k) Likes and Dislikes	-14%	-5%	+57%	+11%
l) Report a Problem	-17%	+17%	+30%	+20%
AVERAGE	**-15%**	**-5%**	**+39%**	**+8%**
English Literacy Development				
a) Sequence Alphabet	-10%	-36%	+42%	+1%
b) Sound/Symbol Match	-39%	+4%	+43%	+18%
c) Print Letters	+8%	-11%	+10%	-1%
d) Read Sight Words	-50%	+22%	+20%	+21%
e) Reading Vocab. Words	-28%	-7%	+38%	+10%
f) Use Punctuation	-21%	+17%	+40%	+24%
g) Respond to Oral Q's	-35%	+28%	+54%	+35%
h) Respond to Written Q's	-35%	+31%	+64%	+41%
i) Write Simple Paragraph	-31%	+50%	+300%	+88%
AVERAGE	**-27%**	**+11%**	**+68%**	**+26%**
Computational Skills Development				
a) Addition	-43%	+16%	-3%	+3%
b) Subtraction	-56%	+16%	0%	+5%
c) Multiplication	-45%	+29%	-9%	+6%
d) Division	-68%	+14%	+15%	+15%
e) Basic Math Terms	-37%	+34%	+30%	+33%
f) Read Graphs/Charts	-42%	+95%	+31%	+68%
g) Make Measurements	-47%	+32%	+61%	+42%
h) Estimate/Round Off	-43%	+60%	+47%	+55%
i) Solve Word Problems	-31%	+71%	+29%	+54%
j) Use U.S. Money	-29%	-13%	+38%	+8%
AVERAGE	**-44%**	**+35%**	**+24%**	**+29%**

PASS with 4+ Years Previous Education
vs.
Non-PASS with 4+ Years Previous Education
(continued)

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
School/Study Skills Development				
a) Work Independently	-15%	-6%	+10%	+1%
b) Work in Small Groups	-13%	-10%	+23%	+4%
c) Class Activities	0%	+2%	-3%	+0%
d) Follow Class Schedule	-20%	-2%	+6%	+2%
e) Complete Biodata Form	-26%	+10%	+38%	+20%
f) Get Parent's Signature	-33%	-2%	+24%	+9%
g) Use School Locker	-25%	-16%	+15%	+2%
h) Use a Dictionary	-25%	-22%	+61%	+12%
i) Maintain a Notebook	-16%	-2%	+17%	+5%
j) Complete Homework	-28%	+10%	0%	+5%
k) Do Make-up Work	-31%	+8%	+23%	+15%
l) Take Quizzes/Tests	-19%	-23%	+73%	+5%
AVERAGE	**-21%**	**-4%**	**+24%**	**+7%**
Cultural Orientation				
a) Address Teachers	-53%	+16%	+8%	+12%
b) School Dress	+67%	+23%	-14%	-2%
c) Other Ethnic Groups	-38%	+9%	+65%	+25%
d) Classroom Behavior	-62%	0%	+6%	+3%
e) Non-Class Behavior	-29%	-21%	+18%	0%
f) Class Attendance	NA*	+4%	-3%	-1%
g) Class Punctuality	0%	-7%	+3%	0%
h) Bring Books/Materials	0%	-15%	+8%	0%
i) Grooming Habits	NA*	+24%	-17%	-3%
AVERAGE	**-16%**	**+4%**	**+8%**	**+4%**

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*The non-PASS denominator is zero and thus no ratio exists. The NA's are excluded from the average of the column.

Vietnamese PASS (Overall) vs. Vietnamese Non-PASS (Overall)

PASS N = 116
Non-PASS N = 146

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
Aural/Oral English Proficiency				
a) Respond to Greetings	-60%	-8%	+112%	+18%
b) Class Instructions	-47%	+2%	+121%	+28%
c) Background Info.	-34%	+25%	+220%	+49%
d) Lack of Understanding	-32%	0%	+120%	+20%
e) Ask for Clarification	-28%	+16%	+138%	+40%
f) Tell Time	-40%	+14%	+46%	+26%
g) Classroom Objects	-35%	0%	+45%	+14%
h) Common Foods	-32%	+8%	+100%	+32%
i) Ask for Help	-37%	+14%	+117%	+40%
j) Ask for Permission	-36%	+3%	+62%	+23%
k) Likes and Dislikes	-37%	+11%	+213%	+48%
l) Report a Problem	-24%	+16%	+150%	+37%
AVERAGE	**-37%**	**+8%**	**+120%**	**+31%**
English Literacy Development				
a) Sequence Alphabet	-36%	-25%	+56%	+10%
b) Sound/Symbol Match	-62%	+29%	+150%	+57%
c) Print Letters	-48%	+5%	+25%	+14%
d) Read Sight Words	-49%	+24%	+63%	+37%
e) Reading Vocab. Words	-40%	+14%	+88%	+36%
f) Use Punctuation	-40%	+52%	+64%	+55%
g) Respond to Oral Q's	-32%	+52%	+78%	+59%
h) Respond to Written Q's	-26%	+42%	+67%	+49%
i) Write Simple Paragraph	-24%	+61%	+400%	+95%
AVERAGE	**-40%**	**+28%**	**+110%**	**+46%**
Computational Skills Development				
a) Addition	-100%	+32%	+4%	+14%
b) Subtraction	-85%	+17%	+10%	+13%
c) Multiplication	-50%	0%	+15%	+8%
d) Division	-66%	+37%	+20%	+27%
e) Basic Math Terms	-47%	+61%	+47%	+56%
f) Read Graphs/Charts	-46%	+111%	+92%	+103%
g) Make Measurements	-44%	+41%	+93%	+60%
h) Estimate/Round Off	-49%	+63%	+88%	+73%
i) Word Problems	-20%	+67%	+57%	+64%
j) Use U.S. Money	-46%	-7%	+79%	+25%
AVERAGE	**-55%**	**+42%**	**+51%**	**+44%**

Vietnamese PASS (Overall) vs. Vietnamese Non-PASS (Overall)
(continued)

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
School/Study Skills Development				
a) Work Independently	-21%	-2%	+15%	+5%
b) Work in Small Groups	-52%	-4%	+50%	+16%
c) Class Activities	-20%	-6%	+41%	+9%
d) Follow Class Schedule	-57%	-6%	+28%	+9%
e) Complete Biodata Form	-26%	+21%	+69%	+36%
f) Get Parent's Signature	-44%	+12%	+43%	+23%
g) Use School Locker	-35%	-26%	+38%	+10%
h) Use a Dictionary	-44%	0%	+86%	+33%
i) Maintain a Notebook	-6%	-24%	+62%	+3%
j) Complete Homework	-59%	+2%	+56%	+22%
k) Do Make-up Work	-51%	-8%	+120%	+36%
l) Take Quizzes/Tests	-23%	-30%	+164%	+15%
AVERAGE	**-36%**	**-6%**	**+64%**	**+18%**
Cultural Orientation				
a) Address Teachers	-69%	+20%	+37%	+26%
b) School Dress	-100%	-3%	+11%	+5%
c) Other Ethnic Groups	-46%	+23%	+86%	+40%
d) Classroom Behavior	-64%	-5%	+23%	+9%
e) Non-Class Behavior	-58%	-30%	+44%	+8%
f) Class Attendance	-50%	0%	+3%	+2%
g) Class Punctuality	-60%	+4%	+3%	+3%
h) Bring Books/Materials	-12%	-6%	+5%	+1%
i) Grooming Habits	-33%	-3%	+5%	+2%
AVERAGE	**-55%**	**0%**	**+24%**	**+11%**

Vietnamese PASS with No Previous Education
vs.
Vietnamese Non-PASS with No Previous Education

PASS N = 0
Non-PASS N = 7

NO PASS GROUP EXISTS FOR THIS CATEGORY.

Vietnamese PASS with 1-3 Years Previous Education
vs.
Vietnamese Non-PASS with 1-3 Years Previous Education

PASS N = 10
Non-PASS N = 14

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
Aural/Oral English Proficiency				
a) Respond to Greetings	-40%	+63%	-100%	+40%
b) Class Instructions	+12%	+22%	-100%	-12%
c) Background Info.	+39%	-69%	NA*	-69%
d) Lack of Understanding	+20%	-20%	NA*	-20%
e) Ask for Clarification	+56%	-100%	NA*	-100%
f) Tell Time	-15%	+186%	-100%	+43%
g) Classroom Objects	-12%	+138%	-100%	+19%
h) Common Foods	-19%	+329%	-100%	+114
i) Ask for Help	+78%	-74%	-100%	-78%
j) Ask for Permission	+23%	-17%	-100%	-30%
k) Likes and Dislikes	+11%	-38%	NA*	-38%
l) Report a Problem	+41	-100%	NA*	-100%
AVERAGE	**+16%**	**+27%**	**-100%**	**-19%**
English Literacy Development				
a) Sequence Alphabet	-65%	+72%	+114%	+86%
b) Sound/Symbol Match	-44%	+257%	-29%	+114%
c) Print Letters	-30%	+38%	+3%	+21%
d) Read Sight Words	-15%	+90%	-100%	+43%
e) Reading Vocab. Words	-22%	+72%	-100%	+39%
f) Use Punctuation	-15%	+90%	-100%	+43%
g) Respond to Oral Q's	+10%	+5%	-100%	-21%
h) Respond to Written Q's	+13%	-21%	-100%	-48%
i) Write Simple Paragraph	+16%	-100%	NA*	-100%
AVERAGE	**-17%**	**+56%**	**-51%**	**+20%**
Computational Skills Development				
a) Addition	-100%	+33%	+76%	+49%
b) Subtraction	-69%	+24%	+83%	+41%
c) Multiplication	-51%	-8%	+144%	+43%
d) Division	-66%	+211%	+22%	+117%
e) Basic Math Terms	-20%	+10%	NA*	+47%
f) Read Graphs/Charts	-25%	0%	NA*	+200%
g) Make Measurements	-25%	+100%	NA*	+200%
h) Estimate/Round Off	-37%	+200%	NA*	+300%
i) Solve Word Problems	-25%	+100%	NA*	+200%
j) Use U.S. Money	-41%	+33%	+100%	+50%
AVERAGE	**-46%**	**+70%**	**+85%**	**+125%**

Vietnamese PASS with 1-3 Years Previous Education
vs.
Vietnamese Non-PASS with 1-3 Years Previous Education
(continued)

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
School/Study Skills Development				
a) Work Independently	+30%	-3%	-57%	-26%
b) Work in Small Groups	-60%	+180%	-60%	+60%
c) Class Activities	0%	+100%	-100%	0%
d) Follow Class Schedule	-70%	+100%	-5%	+34%
e) Complete Biodata Form	-4%	+233%	-100%	+11%
f) Get Parent's Signature	-10%	+18%	+18%	+18%
g) Use School Locker	-20%	-15%	-39%	+22%
h) Use a Dictionary	-55%	+211%	+22%	+148%
i) Maintain a Notebook	-13%	+30%	+25%	+29%
j) Complete Homework	-48%	+253%	-60%	+67%
k) Do Make-up Work	0%	-35%	+29%	-3%
l) Take Quizzes/Tests	-25%	+135%	-41%	+47%
AVERAGE	**-23%**	**+101%**	**-31%**	**+34%**
Cultural Orientation				
a) Address Teachers	-47%	+138%	-5%	+67%
b) School Dress	-100%	-7%	+40%	+16%
c) Other Ethnic Groups	-22%	+38%	+43%	+39%
d) Classroom Behavior	-72%	+72%	+11%	+38%
e) Non-Class Behavior	-72%	+43%	+40%	+41%
f) Class Attendance	-100%	+90%	-6%	+18%
g) Class Punctuality	-100%	+43%	+9%	+18%
h) Bring Books/Materials	-13%	+74%	-26%	+4%
i) Grooming Habits	+25%	+61%	-35%	-3%
AVERAGE	**-56%**	**+61%**	**+8%**	**+26%**

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*The non-PASS denominator is zero and thus no ratio exists. The NA's are excluded from the average of the column.

Vietnamese PASS with 4+ Years Previous Education
vs.
Vietnamese Non-PASS with 4+ Years Previous Education

PASS N = 34
Non-PASS N = 75

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
Aural/Oral English Proficiency				
a) Respond to Greetings	-31%	-17%	+63%	+5%
b) Class Instructions	-40%	-4%	+60%	+13%
c) Background Info.	-38%	+18%	+111%	+34%
d) Lack of Understanding	-10%	-4%	+27%	+3%
e) Ask for Clarification	-20%	+13%	+45%	+20%
f) Tell Time	-33%	0%	+30%	+14%
g) Classroom Objects	-25%	-12%	+34%	+5%
h) Common Foods	-22%	-13%	+72%	+11%
i) Ask for Help	-47%	+41%	+31%	+38%
j) Ask for Permission	-38%	+22%	+14%	+33%
k) Likes and Dislikes	-38%	+8%	+107%	+34%
l) Report a Problem	-40%	+37%	+113%	+51%
AVERAGE	**-32%**	**+7%**	**+59%**	**+22%**
English Literacy Development				
a) Sequence Alphabet	-18%	-28%	+30%	0%
b) Sound/Symbol Match	-64%	+11%	+106%	+36%
c) Print Letters	-7%	+4%	-2%	+1%
d) Read Sight Words	-55%	+22%	+31%	+26%
e) Reading Vocab. Words	-20%	-9%	+36%	+7%
f) Use Punctuation	-38%	+37%	+27%	+34%
g) Respond to Oral Q's	-30%	+34%	+42%	+36%
h) Respond to Written Q's	-42%	+50%	+40%	+47%
i) Write Simple Paragraph	-33%	+54%	+275%	+86%
AVERAGE	**-34%**	**+19%**	**+65%**	**+30%**
Computational Skills Development				
a) Addition	-100%	+48%	-7%	+8%
b) Subtraction	-100%	+32%	-3%	+8%
c) Multiplication	-56%	+19%	-2%	+5%
d) Division	-78%	+6%	+24%	+17%
e) Basic Math Terms	-52%	+42%	+38%	+40%
f) Read Graphs/Charts	-59%	+167%	+44%	+106%
g) Make Measurements	-39%	-3%	+90%	+33%
h) Estimate/Round Off	-64%	+100%	+43%	+72%
i) Solve Word Problems	-50%	+111%	+75%	+94%
j) Use U.S. Money	-32%	-39%	+76%	+12%
AVERAGE	**-63%**	**+48%**	**+38%**	**+40%**

Vietnamese PASS with 4+ Years Previous Education
vs.
Vietnamese Non-PASS with 4+ Years Previous Education
(continued)

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
School/Study Skills Development				
a) Work Independently	-53%	+16%	0%	+8%
b) Work in Small Groups	-22%	-4%	+17%	+5%
c) Class Activities	+20%	-16%	+10%	-6%
d) Follow Class Schedule	-40%	+2%	+2%	+2%
e) Complete Biodata Form	-19%	-3%	+50%	+14%
f) Get Parent's Signature	-44%	+9%	+19%	+13%
g) Use School Locker	-20%	-23%	+18%	+2%
h) Use a Dictionary	-44%	-30%	+87%	+22%
i) Maintain a Notebook	-12%	-23%	+48%	+4%
j) Complete Homework	-35%	+11%	+3%	+7%
k) Do Make-up Work	-50%	+16%	+38%	+25%
l) Take Quizzes/Tests	-14%	-29%	+105%	+7%
AVERAGE	**-28%**	**-6%**	**+33%**	**+9%**
Cultural Orientation				
a) Address Teachers	-84%	+37%	-3%	+20%
b) School Dress	-100%	+19%	-5%	+3%
c) Other Ethnic Groups	-48%	+11%	+133%	+37%
d) Classroom Behavior	-62%	+5%	+6%	+5%
e) Non-Class Behavior	-62%	-28%	+35%	+5%
f) Class Attendance	NA*	-7%	+3%	0%
g) Class Punctuality	-100%	-6%	+8%	+3%
h) Bring Books/Materials	-25%	-24%	+15%	+1%
i) Grooming Habits	NA*	-11%	+6%	0%
AVERAGE	**-69%**	**0%**	**+22%**	**+8%**

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*The non-PASS denominator is zero and thus no ratio exists. The NA's are excluded from the average of the column.

Khmer PASS (Overall) vs. Khmer Non-PASS (Overall)

PASS N = 142
Non-PASS N = 85

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
Aural/Oral English Proficiency				
a) Respond to Greetings	-42%	+15%	+9%	+13%
b) Class Instructions	-27%	+6%	+8%	+6%
c) Background Info.	-19%	+21%	-8%	+15%
d) Lack of Understanding	-40%	+32%	+35%	+33%
e) Ask for Clarification	-13%	+19%	+14%	+17%
f) Tell Time	-47%	+21%	+52%	+32%
g) Classroom Objects	-35%	-8%	+57%	+12%
h) Common Foods	-35%	+16%	+57%	+26%
i) Ask for Help	-19%	-2%	+64%	+14%
j) Ask for Permission	-29%	+17%	+16%	+17%
k) Likes and Dislikes	-27%	+26%	+25%	+25%
l) Report a Problem	-15%	+29%	-18%	+18%
AVERAGE	**-29%**	**+16%**	**+26%**	**+19%**
English Literacy Development				
a) Sequence Alphabet	-53%	-14%	+47%	+15%
b) Sound/Symbol Match	-16%	0%	+47%	+11%
c) Print Letters	-33%	-11%	+33%	+9%
d) Read Sight Words ,	-61%	+31%	+100%	+48%
e) Reading Vocab. Words	-35%	+15%	+77%	+30%
f) Use Punctuation	-32%	+32%	+275%	+60%
g) Respond to Oral Q's	-43%	+47%	+100%	+57%
h) Respond to Written Q's	-39%	+74%	+175%	+87%
i) Write Simple Paragraph	-27%	+178%	+800%	+240%
AVERAGE	**-38%**	**+39%**	**+183%**	**+62%**
Computational Skills Development				
a) Addition	-62%	-7%	+33%	+13%
b) Subtraction	-53%	0%	+24%	+12%
c) Multiplication	-23%	-7%	+27%	+8%
d) Division	-33%	0%	+52%	+16%
e) Basic Math Terms	-30%	+19%	+400%	+49%
f) Read Graphs/Charts	-21%	+35%	+450%	+73%
g) Make Measurements	-22%	+13%	+800%	+33%
h) Estimate/Round Off	-24%	+48%	+71%	+53%
i) Word Problems	-13%	+27%	NA*	+45%
j) Use U.S. Money	-19%	+18%	-8%	+9%
AVERAGE	**-30%**	**+15%**	**+205%**	**+31%**

Khmer PASS (Overall) vs. Khmer Non-PASS (Overall)
(continued)

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
School/Study Skills Development				
a) Work Independently	-24%	-39%	+127%	+5%
b) Work in Small Groups	-35%	-17%	+73%	+8%
c) Class Activities	-47%	+10%	+56%	+22%
d) Follow Class Schedule	-74%	+2%	+35%	+17%
e) Complete Biodata Form	-21%	+7%	+70%	+19%
f) Get Parent's Signature	-50%	+13%	+17%	+14%
g) Use School Locker	-63%	+8%	+41%	+23%
h) Use a Dictionary	-41%	+48%	+171%	+72%
i) Maintain a Notebook	-34%	+22%	+35%	+26%
j) Complete Homework	-47%	+13%	+33%	+22%
k) Do Make-up Work	-26%	+11%	+32%	+19%
l) Take Quizzes/Tests	-57%	+38%	+88%	+53%
AVERAGE	**-43%**	**+10%**	**+65%**	**+25%**
Cultural Orientation				
a) Address Teachers	-52%	+15%	+28%	+21%
b) School Dress	-85%	+4%	+21%	+13%
c) Other Ethnic Groups	-43%	+32%	+64%	+40%
d) Classroom Behavior	-64%	-3%	+23%	+12%
e) Non-Class Behavior	-67%	-14%	+33%	+10%
f) Class Attendance	-50%	-4%	+4%	+2%
g) Class Punctuality	-80%	-26%	+19%	+4%
h) Bring Books/Materials	-57%	-19%	+17%	+3%
i) Grooming Habits	-22%	+3%	+2%	+2%
AVERAGE	**-58%**	**-1%**	**+23%**	**+12%**

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*The non-PASS denominator is zero and thus no ratio exists. The NA's are excluded from the average of the column.

Khmer PASS with No Previous Education
vs.
Khmer Non-PASS with No Previous Education

PASS N = 18
Non-PASS N = 7

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
Aural/Oral English Proficiency				
a) Respond to Greetings	-24%	-23%	+52%	+7%
b) Class Instructions	-3%	-12%	+57%	+1%
c) Background Info.	-62%	+257%	NA*	+379%
d) Lack of Understanding	-55%	+57%	NA*	+336%
e) Ask for Clarification	-30%	-24%	NA*	+72%
f) Tell Time	-49%	-33%	NA*	+63%
g) Classroom Objects	-35%	-23%	+179%	+26%
h) Common Foods	-51%	+21%	NA*	+121%
i) Ask for Help	+2%	-61%	NA*	-3%
j) Ask for Permission	-9%	+14%	-3%	+5%
k) Likes and Dislikes	-45%	+214%	+21%	+118%
l) Report a Problem	-21%	+14%	NA*	+52%
AVERAGE	**-32%**	**+33%**	**+61%**	**+98%**
English Literacy Development				
a) Sequence Alphabet	-38%	-72%	+145%	+15%
b) Sound/Symbol Match	-38%	+136%	+57%	+96%
c) Print Letters	-41%	-24%	+42%	+15%
d) Read Sight Words	-58%	+94%	+129%	+112%
e) Reading Vocab. Words	-51%	+34%	+136%	+67%
f) Use Punctuation	-49%	+214%	NA*	+293%
g) Respond to Oral Q's	-67%	+379%	NA*	+421%
h) Respond to Written Q's	-54%	+110%	NA*	+131%
i) Write Simple Paragraph	-16%	+57%	NA*	+100%
AVERAGE	**-46%**	**+103%**	**+102%**	**+139%**
Computational Skills Development				
a) Addition	+12%	-42%	+26%	-1%
b) Subtraction	+47%	-42%	+12%	-10%
c) Multiplication	+47%	-42%	+12%	-10%
d) Division	-24%	-24%	+124%	+13%
e) Basic Math Terms	-24%	+70%	-65%	+24%
f) Read Graphs/Charts	-30%	+176%	-59%	+59%
g) Make Measurements	-20%	-6%	NA*	+20%
h) Estimate/Round Off	-20%	+82%	-100%	+20%
i) Solve Word Problems	-10%	+21%	NA*	+21%
j) Use U.S. Money	-45%	-32%	NA*	+68%
AVERAGE	**-7%**	**+16%**	**-7%**	**+20%**

Khmer PASS with No Previous Education
vs.
Khmer Non-PASS with No Previous Education
(continued)

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
School/Study Skills Development				
a) Work Independently	-60%	-62%	+148%	+43%
b) Work in Small Groups	-41%	-23%	+72%	+15%
c) Class Activities	-61%	+52%	NA*	+148%
d) Follow Class Schedule	-70%	+57%	+110%	+93%
e) Complete Biodata Form	-46%	+52%	NA*	+117%
f) Get Parent's Signature	-68%	+9%	NA*	+91%
g) Use School Locker	-69%	-50%	NA*	+429%
h) Use a Dictionary	-49%	+72%	NA*	+121%
i) Maintain a Notebook	-42%	+14%	+136%	+53%
j) Complete Homework	-24%	+14%	+2%	+7%
k) Do Make-up Work	-30%	-23%	NA*	+40%
l) Take Quizzes/Tests	-74%	NA*	+136%	+450%
AVERAGE	**-53%**	**+10%**	**+101%**	**+134%**
Cultural Orientation				
a) Address Teachers	NA*	-66%	+22%	-22%
b) School Dress	-100%	-34%	+103%	+20%
c) Other Ethnic Groups	-67%	+159%	+94%	+126%
d) Classroom Behavior	-100%	-33%	+136%	+52%
e) Non-Class Behavior	-100%	-24%	+341%	+100%
f) Class Attendance	NA*	-65%	+13%	0%
g) Class Punctuality	-100%	-65%	+40%	+19%
h) Bring Books/Materials	NA*	-48%	+16%	-5%
i) Grooming Habits	NA*	-56%	+44%	-6%
AVERAGE	**-93%**	**-26%**	**+90%**	**+32%**

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*The non-PASS denominator is zero and thus no ratio exists. The NA's are excluded from the average of the column.

Khmer PASS with 1-3 Years Previous Education
vs.
Khmer Non-PASS with 1-3 Years Previous Education

PASS N = 41
Non-PASS N = 23

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
Aural/Oral English Proficiency				
a) Respond to Greetings	-77%	+54%	+11%	+33%
b) Class Instructions	-66%	+37%	+32%	+35%
c) Background Info.	-37%	+51%	-11%	+40%
d) Lack of Understanding	-58%	+60%	+69%	+63%
e) Ask for Clarification	-33%	+100%	-12%	+51%
f) Tell Time	-81%	+138%	+59%	+107%
g) Classroom Objects	-55%	-14%	+162%	+15%
h) Common Foods	-54%	+20%	+360%	+54%
i) Ask for Help	-58%	+80%	+69%	+77%
j) Ask for Permission	-67%	+143%	+13%	+78%
k) Likes and Dislikes	-56%	+96%	+111%	+100%
l) Report a Problem	-37%	+122%	-36%	+62%
AVERAGE	**-57%**	**+74%**	**+69%**	**+60%**
English Literacy Development				
a) Sequence Alphabet	-81%	-7%	+83%	+30%
b) Sound/Symbol Match	-3%	-13%	+100%	+3%
c) Print Letters	-38%	-25%	+67%	+7%
d) Read Sight Words	-83%	+33%	+600%	+77%
e) Reading Vocab. Words	-31%	+46%	0%	+33%
f) Use Punctuation	-51%	+96%	NA*	+146%
g) Respond to Oral Q's	-54%	+49%	NA*	+87%
h) Respond to Written Q's	-49%	+118%	NA*	177%
i) Simple Paragraph	-36%	+575%	NA*	875%
AVERAGE	**-47%**	**+97%**	**+170%**	**+159%**
Computational Skills Development				
a) Addition	-64%	+3%	+15%	+9%
b) Subtraction	-43%	+5%	+9%	+7%
c) Multiplication	0%	-5%	+8%	+1%
d) Division	-9%	+24%	-9%	+8%
e) Basic Math Terms	-39%	+41%	NA*	+97%
f) Read Graphs/Charts	-12%	-5%	NA*	+53%
g) Make Measurements	-25%	+41%	+80%	+47%
h) Estimate/Round Off	-30%	+42%	+220%	+72%
i) Solve Word Problems	-15%	+50%	NA*	+93%
j) Use U.S. Money	-37%	+77%	-46%	+16%
AVERAGE	**-27%**	**+27%**	**+40%**	**+40%**

Khmer PASS with 1-3 Years Previous Education
vs.
Khmer Non-PASS with 1-3 Years Previous Education
(continued)

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
School/Study Skills Development				
a) Work Independently	-41%	-18%	+124%	+13%
b) Work in Small Groups	-46%	+10%	+36%	+18%
c) Class Activities	-70%	+69%	+27%	+53%
d) Follow Class Schedule	-100%	-9%	+85%	+22%
e) Complete Biodata Form	-26%	-11%	+360%	+26%
f) Get Parent's Signature	-88%	+34%	+31%	+33%
g) Use School Locker	-86%	+5%	+55%	+26%
h) Use a Dictionary	-53%	+75%	NA*	+167%
i) Maintain a Notebook	-58%	+44%	+144%	+63%
j) Complete Homework	-77%	+15%	+165%	+61%
k) Do Make-up Work	-70%	+116%	+192%	+147%
l) Take Quizzes/Tests	-60%	+39%	+83%	+54%
AVERAGE	**-65%**	**+31%**	**+118%**	**+57%**
Cultural Orientation				
a) Address Teachers	-84%	+75%	+61%	+69%
b) School Dress	-100%	-36%	+84%	+4%
c) Other Ethnic Groups	-38%	+59%	0%	+38%
d) Classroom Behavior	-82%	+5%	+36%	+20%
e) Non-Class Behavior	-70%	-37%	+88%	+9%
f) Class Attendance	-50%	-18%	+16%	+2%
g) Class Punctuality	-100%	-37%	+40%	+5%
h) Bring Books/Materials	-62%	-26%	+47%	+10%
i) Grooming Habits	-22%	-14%	+17%	+2%
AVERAGE	**-68%**	**-3%**	**+43%**	**+18%**

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*The non-PASS denominator is zero and thus no ratio exists. The NA's are excluded from the average of the column.

Khmer PASS with 4+ Years Previous Education
vs.
Khmer Non-PASS with 4+ Years Previous Education

PASS N = 26
Non-PASS N = 17

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
Aural/Oral English Proficiency				
a) Respond to Greetings	NA*	-25%	+2%	-12%
b) Class Instructions	-11%	-2%	+7%	+7%
c) Background Info.	+100%	-16%	-32%	-22%
d) Lack of Understanding	+61%	-21%	0%	-13%
e) Ask for Clarification	+31%	-20%	-12%	-17%
f) Tell Time	+4%	+14%	-11%	-1%
g) Classroom Objects	+22%	+21%	-19%	-5%
h) Common Foods	+133%	-30%	-29%	-29%
i) Ask for Help	+20%	-39%	+38%	-11%
j) Ask for Permission	+142%	-44%	+31%	-19%
k) Likes and Dislikes	+72%	-28%	-28%	-28%
l) Report a Problem	+41%	-20%	-56%	-31%
AVERAGE	**+56%**	**-17%**	**-9%**	**-15%**
English Literacy Development				
a) Sequence Alphabet	+33%	-47%	+43%	-2%
b) Sound/Symbol Match	+61%	+20%	-38%	-13%
c) Print Letters	+117%	-38%	+32%	-7%
d) Read Sight Words	-29%	+22%	-6%	+9%
e) Reading Vocab. Words	-29%	-2%	+31%	+11%
f) Use Punctuation	-6%	-7%	+28%	+6%
g) Respond to Oral Q's	-29%	+12%	+39%	+20%
h) Respond to Written Q's	-34%	+21%	+117%	+49%
i) Write Simple Paragraph	-32%	+108%	+200%	+137%
AVERAGE	**+8%**	**+10%**	**+50%**	**+23%**
Computational Skills Development				
a) Addition	+13%	-44%	+84%	-1%
b) Subtraction	-40%	-33%	+77%	+7%
c) Multiplication	-41%	+2%	+57%	+18%
d) Division	-57%	-11%	+87%	+18%
e) Basic Math Terms	-32%	+11%	NA*	+53%
f) Read Graphs/Charts	-15%	-18%	NA*	+18%
g) Make Measurements	-61%	+71%	NA*	+103%
h) Estimate/Round Off	-32%	+3%	NA*	+71%
i) Solve Word Problems	-9%	+3%	NA*	+19%
j) Use U.S. Money	+20%	-5%	+4%	-2%
AVERAGE	**-27%**	**-2%**	**+62%**	**+30%**

Khmer PASS with 4+ Years Previous Education
vs.
Khmer Non-PASS with 4+ Years Previous Education
(continued)

Skill	Level of Competence			
	None/Min.	Basic	Mastery	B + M
School/Study Skills Development				
a) Work Independently	+167%	-39%	+37%	-11%
b) Work in Small Groups	+100%	-25%	+26%	-6%
c) Class Activities	0%	+8%	-17%	0%
d) Follow Class Schedule	-33%	+14%	-5%	+2%
e) Complete Biodata Form	-8%	+17%	-14%	+3%
f) Get Parent's Signature	+133%	-23%	+10%	-9%
g) Use School Locker	NA*	-23%	+11%	-5%
h) Use a Dictionary	+16%	-32%	+74%	-5%
i) Maintain a Notebook	-28%	+54%	-29%	+13%
j) Complete Homework	-29%	+45%	-11%	+11%
k) Do Make-up Work	-6%	0%	+6%	+3%
l) Take Quizzes/Tests	+42%	-13%	+9%	-5%
AVERAGE	**+32%**	**-1%**	**+8%**	**-1%**
Cultural Orientation				
a) Address Teachers	-6%	+3%	+2%	+2%
b) School Dress	+100%	+58%	-30%	-7%
c) Other Ethnic Groups	+13%	+12%	-23%	-4%
d) Classroom Behavior	-33%	+9%	-2%	+2%
e) Non-Class Behavior	NA*	-7%	-8%	-8%
f) Class Attendance	NA*	+50%	-16%	-4%
g) Class Punctuality	NA*	+13%	-9%	-4%
h) Bring Books/Materials	NA*	0%	-6%	-4%
i) Grooming Habits	NA*	+125%	-50%	-8%
AVERAGE	**+19%**	**+29%**	**-16%**	**-4%**

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*The non-PASS denominator is zero and thus no ratio exists. The NA's are excluded from the average of the column.

Section Three: Charts Comparing the Sample Students with Other Southeast Asian Refugee Students

Comparison with Other S.E. Asian Refugee Students:
PASS vs. Non-PASS

	Assessment Level		
Group	Below Average	Average	Above Average
a) Total Sample (Overall)	-71%	-2%	+109%
b) Total Sample (0 Yrs. Ed.)	-59%	-12%	+575%
c) Total Sample (1-3 Yrs. Ed.)	-78%	+57%	+143%
d) Total Sample (4+ Yrs. Ed.)	-71%	-20%	+55%
e) Vietnamese (Overall)	-71%	+8%	+85%
f) Vietnamese (0 Yrs. Ed.)	NA*	NA*	NA*
g) Vietnamese (1-3 Yrs. Ed.)	-72%	+900%	-52%
h) Vietnamese (4+ Yrs. Ed.)	-57%	-29%	+63%
i) Khmer (Overall)	-70%	-14%	+182%
j) Khmer (0 Yrs. Ed.)	-61%	NA**	+170%
k) Khmer (1-3 Yrs. Ed.)	-79%	-2%	+356%
l) Khmer (4+ Yrs. Ed.)	NA**	-29%	+54%

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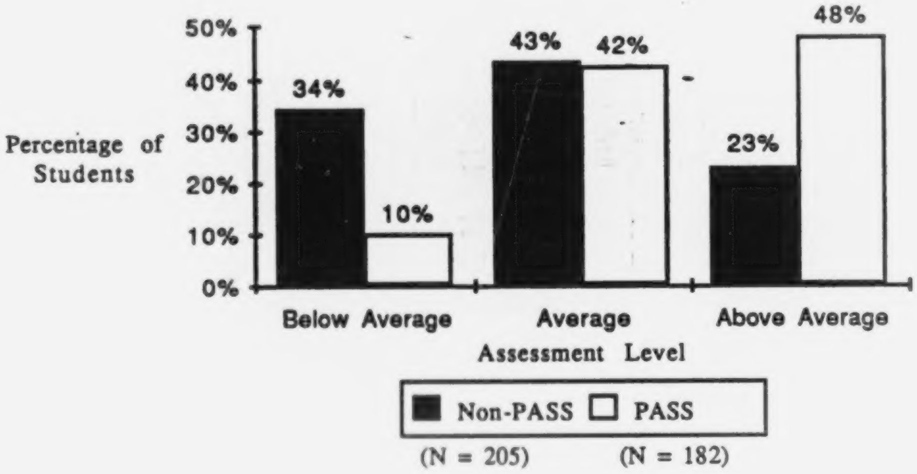
[*] No PASS-trained Vietnamese students were categorized as having no previous education.

[**] The non-PASS denominator is zero and thus no ratio exists.

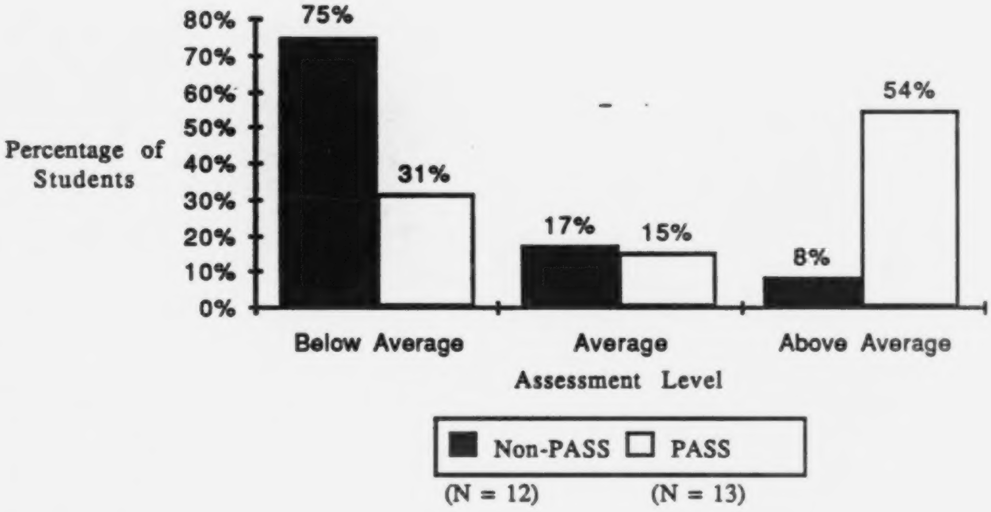
Comparison with Other S.E. Asian Refugee Students:

PASS (Overall) vs. Non-PASS (Overall)



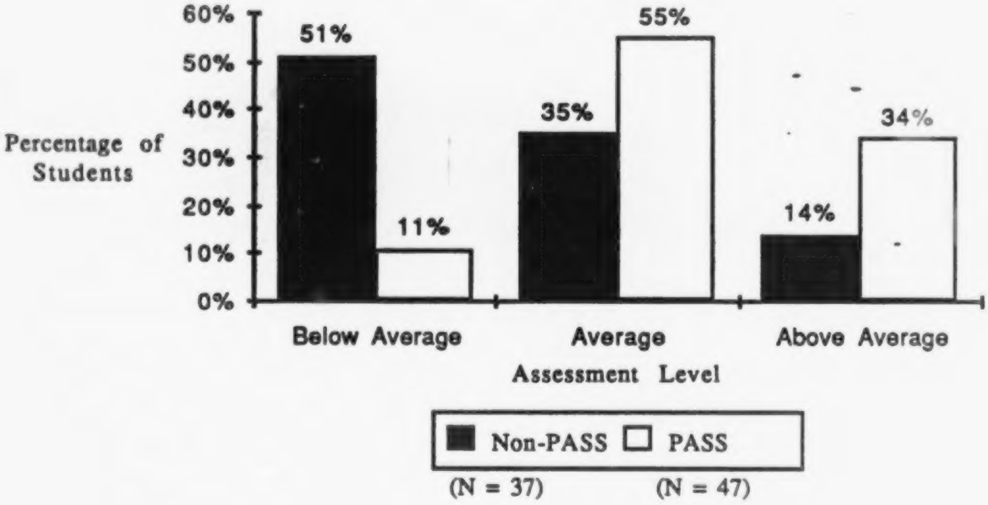
Comparison with Other S.E. Asian Refugee Students:

PASS with No Previous Education
vs.
Non-PASS with No Previous Education



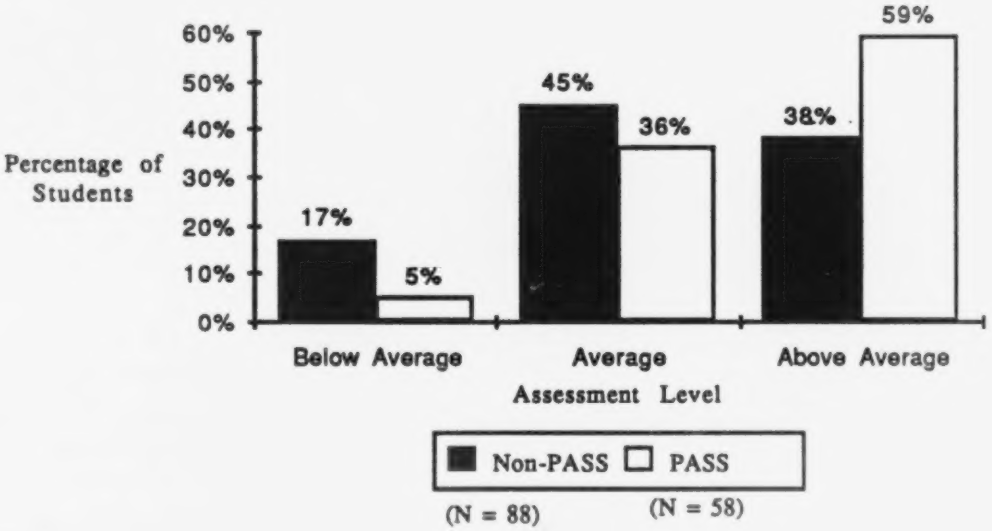
Comparison with Other S.E. Asian Refugee Students:

PASS with 1-3 Years Previous Education
vs.
Non-PASS with 1-3 Years Previous Education



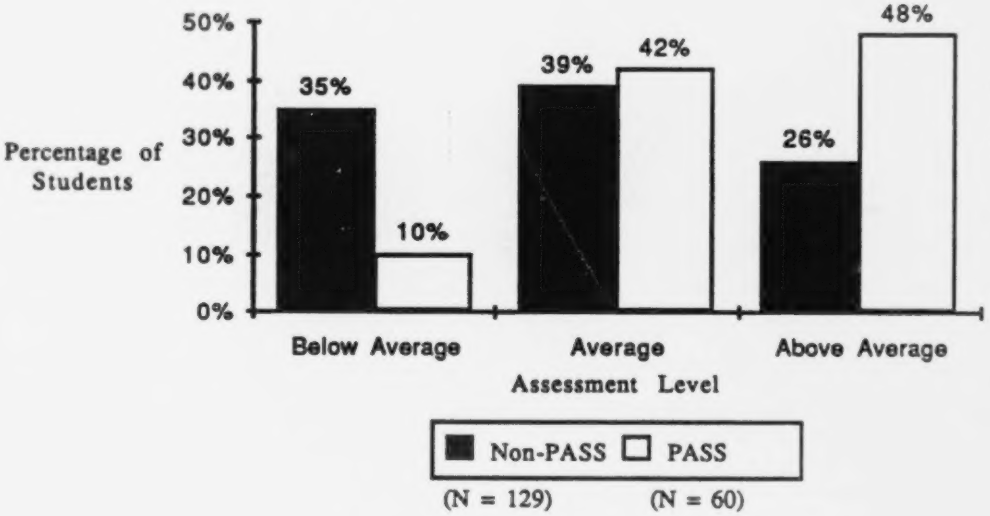
Comparison with Other S.E. Asian Refugee Students:

PASS with 4+ Years Previous Education
vs.
Non-PASS with 4+ Years Previous Education



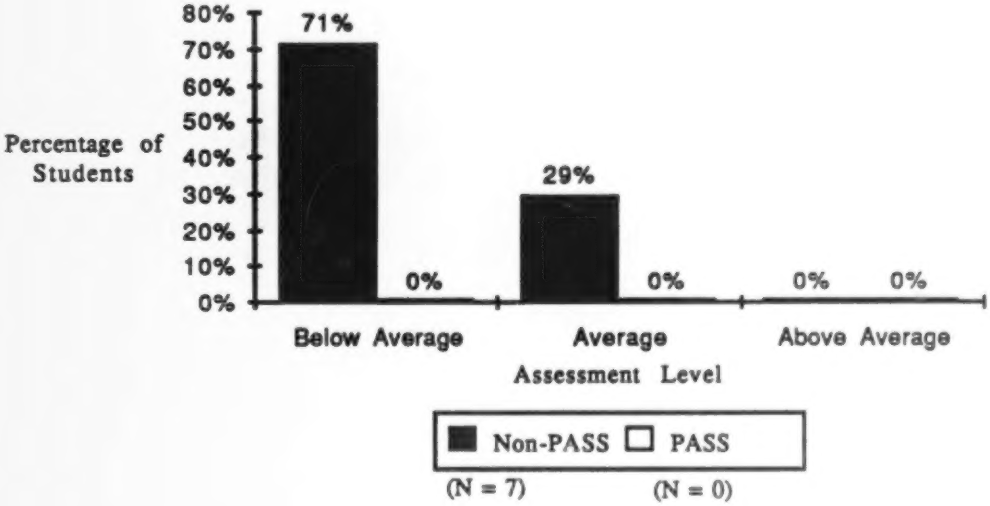
Comparison with Other S.E. Asian Refugee Students:

Vietnamese PASS (Overall)
vs.
Vietnamese Non-PASS (Overall)



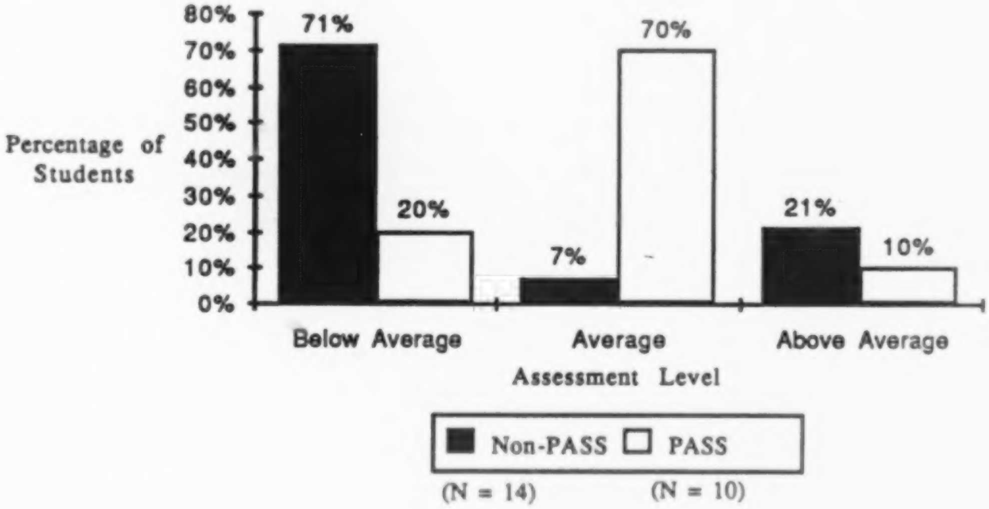
Comparison with Other S.E. Asian Refugee Students:

Vietnamese PASS with No Previous Education
vs.
Vietnamese Non-PASS with No Previous Education



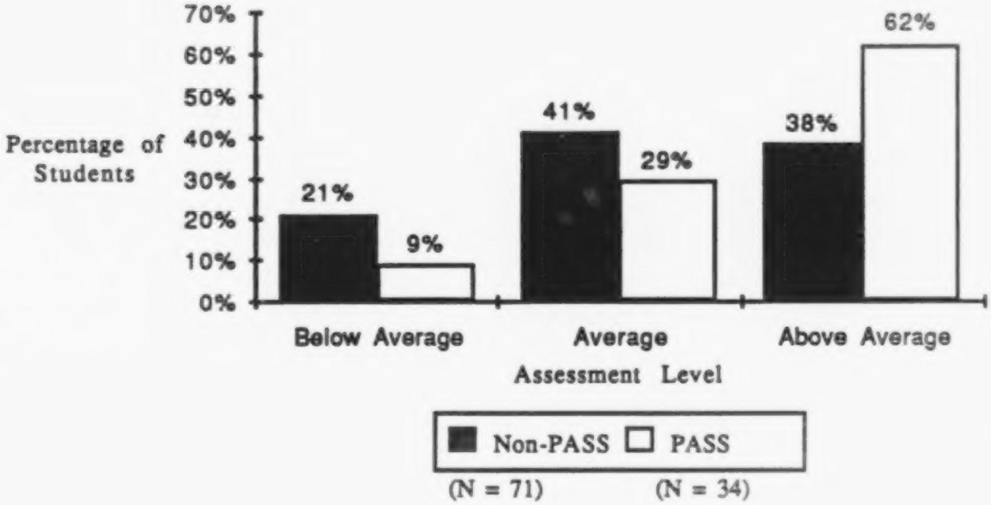
Comparison with Other S.E. Asian Refugee Students:

Vietnamese PASS with 1-3 Years Previous Education
vs.
Vietnamese Non-PASS with 1-3 Years Previous Education



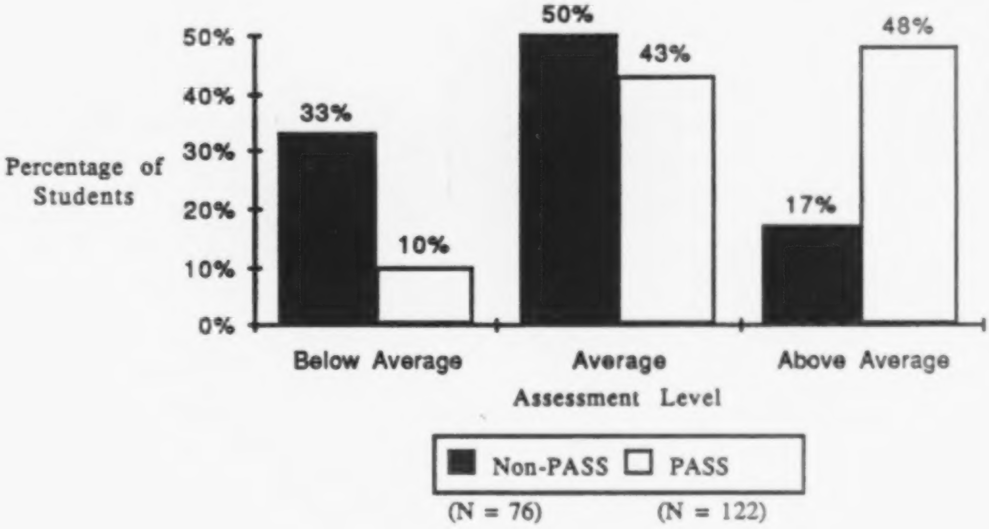
Comparison with Other S.E. Asian Refugee Students:

Vietnamese PASS with 4+ Years Previous Education
vs.
Vietnamese Non-PASS with 4+ Years Previous Education



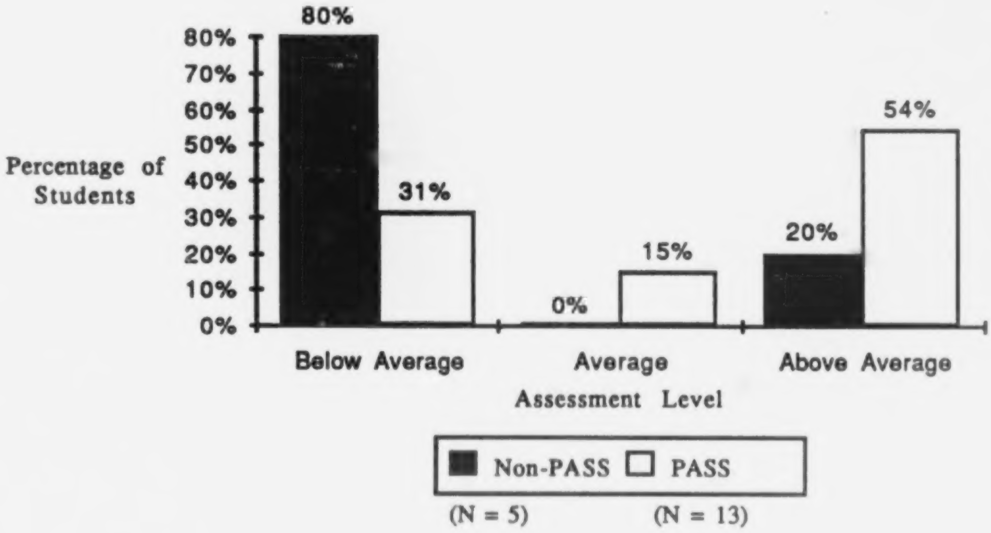
Comparison with Other S.E. Asian Refugee Students:

Khmer PASS (Overall)
vs.
Khmer Non-PASS (Overall)



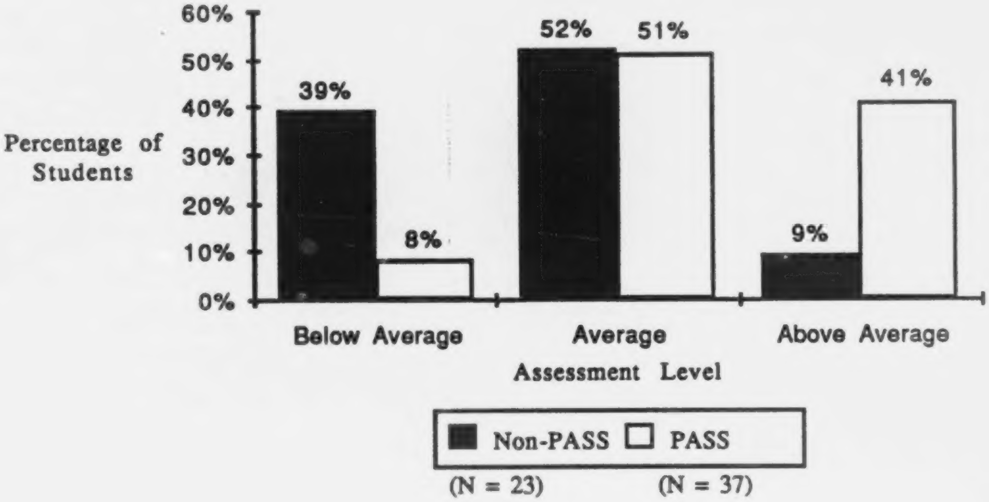
Comparison with Other S.E. Asian Refugee Students:

Khmer PASS with No Previous Education
vs.
Khmer Non-PASS with No Previous Education



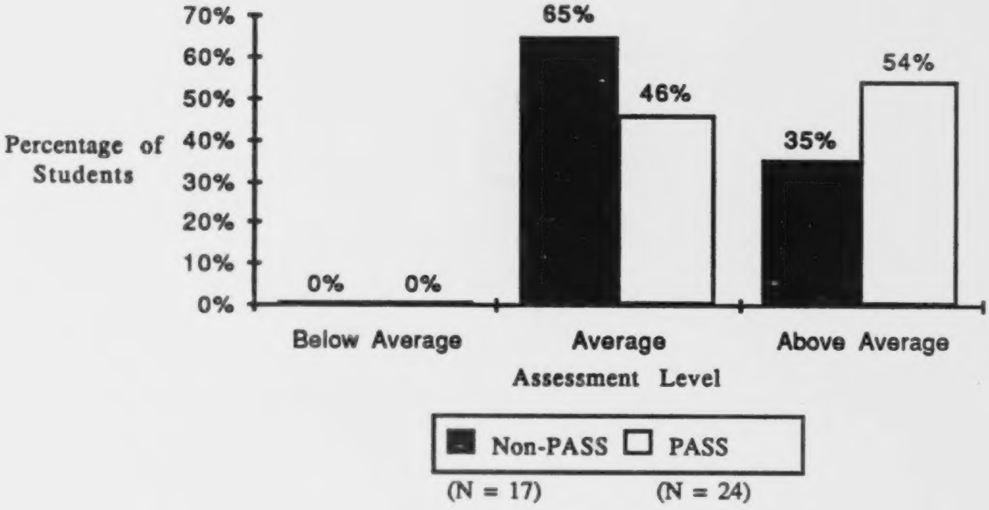
Comparison with Other S.E. Asian Refugee Students:

Khmer PASS with 1-3 Years Previous Education
vs.
Khmer Non-PASS with 1-3 Years Previous Education



Comparison with Other S.E. Asian Refugee Students:

Khmer PASS with 4+ Years Previous Education
vs.
Khmer Non-PASS with 4+ Years Previous Education



APPENDIX D

RESPONDENTS' COMMENTS

Respondent's Comments

Have you observed academic or social problems in areas others than those listed above that have presented serious difficulties for newly arrived refugee students? If so, please describe.

Cycle 57 (Non-PASS)

Lack of encouragement to study at home and lack of importance placed on learning English.

It would be helpful to Cambodian students to have a dictionary which translates into English.

Huy had very little schooling in Vietnam. He's in grade 8 now, but his learning ability is grade 1. He's a happy child, very polite, and willing to cooperate.

They all depend too much on translation. Aggression and regression due to cultural shock. Different standards of personal hygiene. Problems accepting each other among the different S.E. Asian groups.

Trinh has progressed very slowly and has been very nervous.

Student is very shy and had difficulty in making friends with members of the same ethnic group.

Displays frustration and anger.

Sometimes they can write a little better than they can understand spoken language and speak.

Trang seems to be adjusting very well. She studies hard and is learning fast. Her friends are all Vietnamese at this point, which is to expected at this time. She seems quite happy.

This particular student has proved to be an above average student, mainly because she attended school in Vietnam. However, many Amerasian students who have not had formal schooling in Vietnam before their arrival have run into trememdous difficulty both academically and socially. I strongly recommend that these students be taught literacy skills in their native language during the training with PASS. It is also necessary that they know basic computations in order to survive in mainstream classrooms.

Cycle 58 (Non-PASS)

Chea was totally unprepared for our high school curriculum. Almost all of the skills which I have rated as a "2" have been acquired during the two months I have been teaching him ESL since he arrived. Chea is quite immature also. He should have been placed on the junior high school level.

Ok was totally unprepared for our school curriculum. Almost all of the skills which I have rated as a "2" have been acquired during the two months I have been teaching her intensive ESL since she arrived.

Cycle 59 (Non-PASS)

No problems observed. She seems to enjoy ESL studies and will greatly benefit from our extended program if she continues.

No, Michael is one of my most helpful and brightest students. I think once he has mastered the English language, he will have no problems going through our American Education system. He is very conscientious and meticulous about his school work and tries very hard to please me. I think if he had PASS training, he would probably be working close to grade level in one to two semesters.

I do not know if staying together in their cultural and linguistic group slows down their assimilation into the English culture.

Students that can speak some English are hesitant to answer basic questions to school personnel (teacher, nurse, etc.) even though they can. It is extremely hard for us to place them in classes correctly when they refuse to communicate with us.

Very competent. She is ready to be mainstreamed in other classes now. Phan had 5 years of English study in VN, was limited in speech in the beginning but doing very well now, after several months in the U.S..

Roek did not go thru the PASS program at Bataan - though she did have an ESL class (they learned songs). If possible, all school age children ought to attend the PASS program and school orientation - esp. third grade and up. Since it is a Federal law requiring grade level entrance according to their age, even if they've had no schooling before, any formal training would help. There is a definite need for counseling of Indochinese teenagers. The students have no way to work through the family and peer problems that have occurred with their rapid enculturation.

Listening skills. Many refugees make minimal effort to comprehend what others are trying to communicate to them via various means. The "affective filter" is almost impenetrable.

Ngoc has asked for help in her Science class. She does not understand the book or classroom work.

Yen's biggest problem is that she came in the middle of the school year. It's been difficult for her to "catch-up" with students that started with me in September. This couldn't be helped, of course. I think she will do quite well eventually.

Isolation of our Asian students in families and jobs where no English is spoken.

Cycle 60 (Non-PASS)

She can't express or understand what is expected of her. I often have to speak to her in her native tongue. She's very lazy, can't or doesn't want to do what is required of her in class. She always come to class unprepared and seems to be in a different world altogether. She's one of the slowest students in my class.

Mai had some rather solid learning barriers. Her body language was "leave me alone." She was not trusting and unable to take risks. It has been difficult to establish trust but feel that has been accomplished. She still has a few behavioral problems and relies a lot on her sister Thanh who has made a remarkably good adjustment in a very short time.

I see this student's biggest problem as being emotional and behavioral at this point. Her fear in the classroom has been alleviated, but she is still generally afraid (being alone, the dark, doing new things).

I'm sure it would be very difficult to meet the emotional and psychological needs of all of the refugees before arrival. I would hope that we would be moving toward some more bilingual counseling services.

Some of our students ridicule and "pick on" these foreign students. Usually, they handle this well, but it is a problem.

Tung has been placed in a Math class that I feel is too much of a challenge for him. Obviously he does not have the foundation or the basic skills to succeed in my class. He does not try at all. He is not motivated in the least.

Tuan and other newly arriving Southeast Asian refugees are not prepared socially for their entrance into American life. Tuan is my best student of the new group. The others do not seem to have an understanding of how to act in the school setting. They do not even try to follow directions or try simple, very basic projects. Tuan is definitely an exception to this. He is very polite and shows knowledge of how to act in a school setting.

This student is lacking in even the most minimal of English language skills and comprehension. The only area where he shows a good amount of knowledge is Math.

Basically, just sitting in a seat; asking permission to leave the room; and refraining from loud, spontaneous outbursts with excessive physical reactions is the most necessary!

Quy cannot accept correction in any area. He becomes very frustrated and aggressive in situations such as standardized testing. He is moody and frequently refuses to acknowledge communications from peers and teachers. He prefers to help himself, rather than receive assistance from teachers.

Hand and eye gestures misunderstood both ways.

The newer groups need more language training in smaller class settings. The students are very shy and withdrawn. They need more individualized help and oral drilling.

Van has adjusted with some difficulty to the classroom routine; she exhibits inappropriate behavior less often now than when she first arrived - examples: overly sensitive (crying) when scolded by teacher, easily distracted; cheating on tests; fighting with pencils, scissors etc., "jumpy" - needing to get up and move around the room.

Diep arrived with an extraordinarily good grasp of English and because she was already ahead of many E.S.L. students already here she sometimes "put them down" which caused some irritation.

Some students do not regularly carry documents such as I-94 and S.S. card; some do not comply with immunization regulations; some do not register for the draft (which makes it impossible to place them in jobs); some do not comply with the laws regarding driving and insurance and some documents (many) represent inaccurate birthdates.

Cycle 61 (Non-PASS)

Students should be prepared as to what to expect in P.E. classes - changing cloths, swimsuits, showers.

He could work on better grooming.

Ok is struggling to learn; she is working hard, but lacks pre-reading skills.

Anh Juan is very polite and cooperative but is making slow progress in communicating English.

She is very shy and it took her a month to speak and participate in group work.

Basic knowledge of processes and terminologies in Content-Areas (Science, Social Studies, Art, etc.)

Cycle 62 (Non-PASS)

Culture shock at beginning.

Very little can be accomplished in a regular classroom situation due to the language barrier.

Student was very confused and unable to deal with the rigors of a high school environment initially. However, he is just beginnning to participate in class at this time and is also adjusting to school routines.

The main problem is that this student cannot read.

We have students from 12 different countries here. Thanh has been involved in fights with some of our students. However, his behavior is much better now than it was when he first arrived. I believe that he is intelligent and will be able to learn.

Many refugees are known to claim different ages from their actual year of birth when filing immigration papers. This age adjustment creates no problems during their initial introduction to the language - but arises in the following year or year and a half. A twenty-one year old does not continue to learn a new language in the same manner as a 16 years old student. The learning curve flattens more rapidly along with the average student's motivation to learn the language when confronted by the frustrations of being surpassed by his fellow classmates. In addition, the students of the same ethnic group, while remaining polite and cooperative with the older student, tend to shy away from him when choosing friends or attending social activities in school. They easily recognize or guess the real age of the student. Eventually, the student may become isolated or even shunned.

This child was thrown into a difficult situation with no preparation. When I first met him he neither spoke nor understood any English. I hope our ESL people are doing well because this student's predicament seems a bit sad, even hopeless.

Her retention of new vocabulary/sentence pattern had been noticeably slower than average, but she is working hard and making good progress recently.

I see Vu more than any other teacher. He is extremely smart and is trying very hard. It's just culture shock and the language barrier that hold him back. His behavior is excellent.

My other students who have been to ESL classes in the Philippines have exceptional skills in reading and writting. They don't speak much but write better than my other students with the same number of months in school.

This student is performing as expected - he has never had an educational opportunity in his own native language.

Social problems - this student was suspended for fighting with classmate.

Cycle 44 (PASS)

School orientation of rules and regulations in the native language.

Listening skills. Obtaining information about assignments from a chalkboard rather than being told verbally several times. Attending to material presented at the front of the room rather than individually.

I am very pleased and impressed with the PASS program.

The four of us who teach these children have commented on the excellent preparation of those children who have come through your program. Their transition is much easier, their adaptation to the school is faster, and their academic progress is greatly accelerated. Keep up the good work.

Because of the big number of Cambodian students we have at our school, it is hard to judge Srean's social adjustment. However, she shows to be well-adjusted after the first 4 weeks.

Phal has had some problem in mainstream P.E. She has been reluctant to play games following the instructions of the teacher.

Good preparation and making excellent progress.

Seems comfortable in the environment. Making appropriate progress.

Personal hygiene.

Cycle 45 (PASS)

Many students do not appear to be as old as documented--physically, mentally, and socially. This presents great difficulties in a classroom of supposed adolescents. Very young children need an elementary classroom atmosphere. Truthfulness when documenting age is essential.

Basic health habits such as not blowing nose in trash can, covering mouth when coughing/sneezing, using deodorant.

Som came to our school far better prepared than most Indochinese students. As far as I'm concerned, the ESL program is a success. Indochinese students are sometimes submissive in the school setting and do not ask questions about things they don't understand for fear of insulting the teacher or losing face.

Skills in mathematics that would help when we receive LEP students: Familiarity when working from right to left when adding, subtracting, and multiplying. Familiarity with place value. Familiarity with American method of division.

Savan was well prepared to function in an American classroom. He is the most advanced Cambodian that has entered our school that has had training in the Thailand Refugee Processing Center.

A very well prepared student. Keep up the good work.

Sponsors should be encouraged to bring these students to school as soon as possible. Often they wait to allow adjustment. They need access to peers who can help them begin to feel comfortable.

Students who have been through PASS have a significant advantage over those who haven't had this opportunity.

Bravo PASS! Pheap is a delight to have. She is better prepared than any other of our eight previous Cambodian students. Her present schedule is mostly activity-oriented to give her maximum opportunity to hear and speak English. By next fall I believe she will be able to handle most freshman classes with ESL backup.

Phala had very limited school experience - only in the refugee camp. The transition to an American high school is very difficult for her.

Kloeng is a bright, pleasant, and delightful boy who has many more English skills than other refugees who are new arrivals. He seems to understand basic conversation and can follow instruction. In our Bilingual Competency Lab A, in which he is a student, he is ahead of many of the other students. If this is a result of his being in the PASS program, I think you have done an excellent job and your program is very successful. I have many refugee students (all) and I wish they all had the skills that Kloeng arrived with.

Using dictionaries, working independently and in groups, telling the teacher when in need of help.

Cycle 46 (PASS)

The teacher was very pleased with the readiness shown by her pupil. She said that there was a big difference in relation to other students entering.

I wish to make these additional comments about Mao. This boy is an exceptionally bright and personable young man. He is a very enthusiastic student. He enjoys school and is at the top 5% of the class. I would have to say that because of his previous PASS experience. I am delighted to have students with this ability in my class.

Shows excellent motivation, study skills, and has progressed rapidly with me.

In my experience with Southeast Asians, one of the difficulties has been the teacher's lack of knowledge of these students' culture and school system. In the beginning, it creates problems for both teacher and particularly the student. Another problem is the students' language structure and the school's lack of knowledge in this area, too. The school expecting LEP students to perform, act and behave as native English speakers (teacher's expectations).

She does not interact with the other students very much.

Needs to utilize available school time more adequately. Goofs off a great deal.

American School Environment - Do not seem able to study on their own. Will not talk. Refuse to take a shower in P.E. classes. Do not know how to write their names on forms. Don't understand: Last name, first name.

Arriving on school grounds too early. Teasing other refugees when incorrect answer is given answering for other. No understanding of the concept of color. Self portraits are drawn with blue faces and bodies, green dogs, red trees, purple houses.

Ath is making superior progress.

Very shy with Americans - has been with me only since March 24th but shows excellent motivation, study skill, and has progressed rapidly with me.

Cycle 63 (PASS)

Ruth doesn't really participate due to the large number of students, my unfamiliarity with what she really can do. I don't have the appropriate material. It seems so unfair to place these students in this environment unless they can function at a level of basic skills.

Ruth is well liked and a pleasure to have in class. She tries hard, she does not give up easily.

Often these students are shy and withdrawn. It usually does not take long for them to achieve academically and open up to peers. I attempt to help these students with survival skills and questions and cultural customs in our country.

There is a lot of animosity between the Asians from Vietnam and those from Cambodia.

Value of American money, making change seems to be a big problem.

I feel that the Southeast Asians that have gone through your basic program in the Philippines have adapted much better that the students that preceded them. This is true even of the Cambodians who had little or no previous schooling.

Cycle 64 (PASS)

Quang tends to want to "goof off" at times and joke with other Vietnamese.

No problems. He is a very good student, but somewhat quiet. He catches on very quickly.

I have received two PASS students this Spring. They are both doing exceptionally well. The teachers in Thailand and the Philippines do an outstanding job of preparing the students for school. But this program is obviously very special. Please tell all those teachers (I plan to write myself) that we are thrilled to receive the fruits of their labors. It's too bad that the teachers in the camps can't be here to share in the students' successes.

Phong seems extremely immature (he sucks his thumb).

Newly arrived students seem lost: have no idea for the most part of the rest of the world, have great difficulty in pronouncing English efficiently, especially the Asiatic students even after years in school. Need cultural orientation along with language classes to understand American way of life.